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HUMAN



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ORGANIZATIONS

Seventh Edition

Effective Human Relations in Organizations

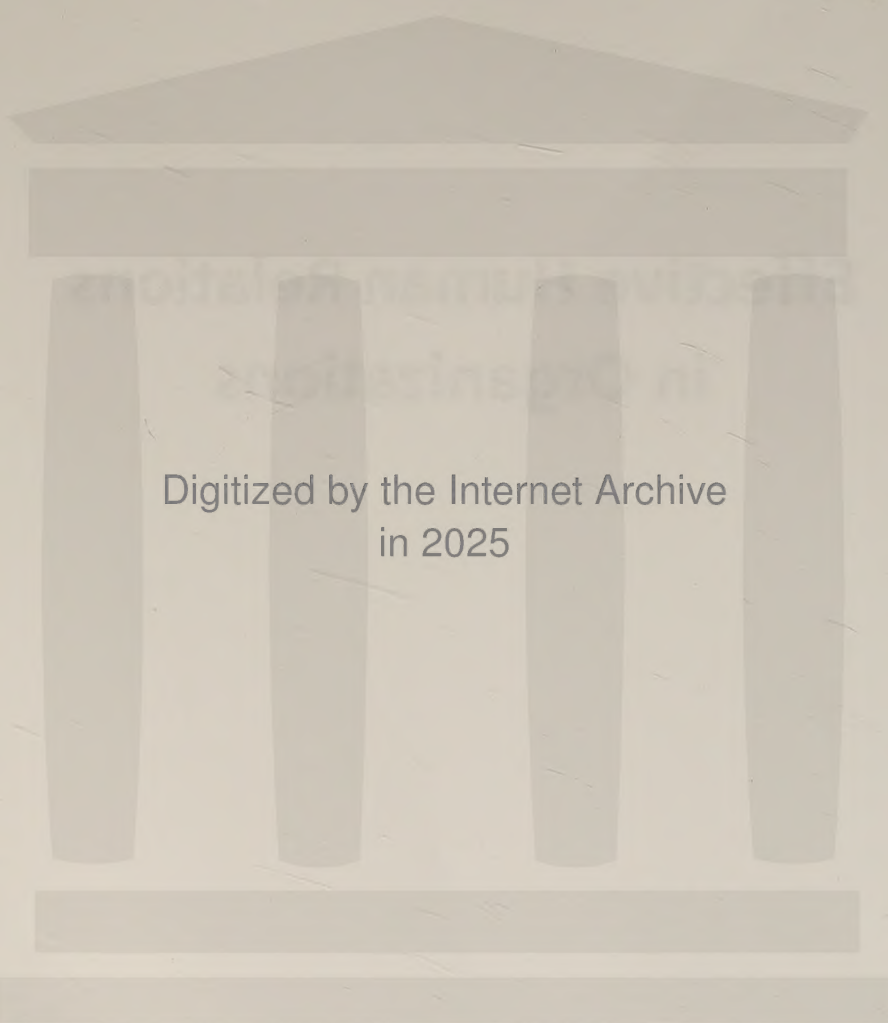
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Effective Human Relations in Organizations

Seventh Edition

Barry L. Reece

Virginia Polytechnic Institute and State University

Rhonda Brandt

Springfield College

Special Edition for Westwood College of Technology



Houghton Mifflin

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*To Vera, Lynne, Mark, Monique,
Michelle, and Colleen*

BARRY L. REECE

To Matthew and Patrick

RHONDA BRANDT

About the Authors

The enduring strength of *Effective Human Relations in Organizations* reflects the diverse backgrounds of its authors, who bring together a wealth of experience to ensure the currency, accuracy, and effectiveness of this text.

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Dr. Barry L. Reece is Professor at Virginia Polytechnic Institute and State University. He received his Ed.D. from the University of Nebraska. Dr. Reece has been actively involved in teaching, research, consulting, and designing training programs throughout the past three decades. He has conducted more than 600 workshops and seminars devoted to leadership, human relations, communications, sales, customer service and small business operations. Prior to joining the faculty at Virginia Tech he taught at Ellsworth Community College and The University of Northern Iowa. He has received the Excellence in Teaching Award for classroom teaching at Virginia Tech and the Trainer of the Year Award presented by the Valleys of Virginia Chapter of the American Society for Training and Development.

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Preface

To be well prepared for employment in the year 2000 and beyond will require a greater understanding of human relations principles and practices. We have seen the evolution of a work environment that is characterized by greater cultural diversity, more work performed by teams, and greater awareness that quality relationships are just as important as quality products in our global economy. The ability to cope effectively with today's work/life issues and problems also requires extensive knowledge of human relations. The seventh edition of *Effective Human Relations in Organizations* has been updated to reflect these important trends and developments. As in earlier editions, the seventh edition includes a number of important components that have been praised by instructors and students for nearly two decades.

- The “total person” approach to human relations has been expanded and enriched in this edition. We continue to believe that human behavior at work and in our private lives is influenced by many interdependent traits such as emotional balance, self awareness, integrity, self-esteem, physical fitness and healthy spirituality. This approach focuses on those human relations skills needed to be well-rounded and thoroughly prepared to handle a wide range of human relations problems and issues.
- This edition, like all previous editions, provides the reader with an in-depth presentation of the seven major themes of effective human relations: Communication, Self Awareness, Self-Acceptance, Motivation, Trust, Self-Disclosure, and Conflict Resolution. These broad themes serve as the foundation for contemporary human relations courses and training programs.
- Self development opportunities are provided throughout the entire text. One of the few certainties in today's rapidly changing work place is the realization that we must assume greater responsibility for developing and upgrading our skills and competencies. In many cases, self-development begins with self awareness. The text provides multiple opportunities to complete self assessment activities and then reflect on the results. Each chapter includes thinking/learning starters, application exercises, and case problems. Every effort has been made to encourage self-assessment, reflection, planning, and goal setting.
- A hallmark of this edition, and all previous editions, is the use of many real world examples of human relations issues and practices at respected organizations. These examples build the reader's interest and promote understanding of major topics and concepts. Many of the organizations cited in the seventh edition have been recognized by the authors of *The 100 Best Companies to Work for in America*, *100 Best Companies for Working Mothers*,

Hispanic Magazine's "100 Best Companies for Hispanics" and *Black Professional* magazine's "200 Great Places to Work." The seventh edition also includes many examples from successful smaller companies featured in *Inc.* magazine and from America's trading partners within the international community.

IMPROVEMENTS IN THE SEVENTH EDITION

The seventh edition of *Effective Human Relations in Organizations* reflects suggestions from the current adopters and reviewers, interviews with human resource development professionals, and a thorough review of the current literature. Up-to-date coverage of key topics is based on a careful review of over 3000 recent books, articles, and reports. It is a practical text that offers timely advice on how to effectively deal with the common human relations problems one will encounter in today's work place. It also offers valuable insights regarding ways that organizations can maintain the proper balance between concern for people and concern for productivity. The most significant changes include:

- A major effort was made to create a more concise, tightly focused textbook. Every sentence and every paragraph was carefully examined to be sure it is essential to coverage of the topic or concept. The finished product is very "reader friendly" because the text is focused on important information.
- Greater emphasis has been placed on "how to" information. In numerous areas of the text the reader is given specific guidelines to follow. For example, Chapter 4 now includes specific instructions on how to build an effective mentor relationship. Chapter 13 includes a new five-step approach to conflict resolution.
- The new edition includes expanded coverage of strategies that can be used to resolve work/life tensions. Throughout the past few years we have seen an explosion of books, articles, and reports on how to achieve work/life balance. We provide comprehensive coverage of this important area of human relations.
- The seventh edition keeps the reader in touch with what is happening in the real world with Internet application exercises. These exercises provide students with an opportunity to acquire additional information on important topics in each chapter. Also, the reader will develop a greater appreciation of the Internet as a source of additional information on human relations.
- This edition provides a three-dimensional approach to the study of ethical decision making. One dimension is a major segment of Chapter 5 that explains how to make the right ethical choices when faced with ethical and moral dilemmas. The second dimension is an exciting new instructional game entitled *Ethical Decision Making*. Participation in this game stimulates in-depth thinking about real-life ethical dilemmas. The third dimension is a new video entitled *Ethics* that includes five scenarios depicting typical ethical

- dilemmas in an organizational setting. These materials can be used to enhance a teaching unit on character building and integrity.
- Many of the teaching/learning aids featured throughout the text have been updated. Most of the chapter opening vignettes are new to this edition. These real-world examples introduce chapter topics and build reader interest in the material. Over half of the case problems have been replaced or rewritten. Many of these focus on an employee issue or problem within the context of a specific organization. Several of the Thinking/Learning Starters within each chapter have been rewritten or replaced, and many new Total Person Insights appear throughout the text.
 - The five chapters that make up Part II of the seventh edition are presented in a different sequence. We feel the new format provides a more logical presentation of material.

NEW LEARNING TOOLS THAT ENHANCE INSTRUCTION

The seventh edition of *Effective Human Relations in Organizations* includes several new learning tools that will aid both teaching and learning.

- **New video program.** The video package now includes five new segments that illustrate important concepts from the text. The videos focus on ethics, motivation, diversity, leadership, and organizational culture. These videos provide real-world examples from leading organizations and bring chapter content to life. The accompanying Video Guide provides a description of each video, suggested uses, and issues for discussion. Also included in the package is a segment about casual businesswear, which was well-received in the sixth edition.
- **New instructional games.** Two new instructional games entitled *Ethical Decision Making* and *Coping with Organizational Politics* have been developed for use with the text. The ethics game stimulates in-depth thinking about the ethical consequences of certain decisions and actions. Politics surface in every organization and the new instructional game prepares the student to cope effectively with common political situations. Each game simulates a realistic business environment where employees must make difficult decisions. Students play these games to learn without having to play for keeps.
- **New and revised application exercises.** Several new application exercises have been added to the text and the Instructor's Resource Manual. In addition, many of the existing exercises have been rewritten. The instructor can now choose from over 100 application exercises.
- **New transparency package.** Seventy-five two-color transparencies are available for use by adopters of the seventh edition of *Effective Human Relations in*

Organizations. The transparency program includes figures, graphs, and key concepts featured in the text, as well as pieces that are exclusive to the program.

CHAPTER ORGANIZATION

This book is divided into six parts. Part I, “Human Relations: The Key to Personal Growth and Career Success,” provides a strong rationale for the study of human relations and reviews the historical development of this field. One important highlight of Chapter 1 is a detailed discussion of the major forces influencing behavior at work. This material helps students develop a new appreciation for the complex nature of human behavior in a work setting. The communication process, the basis for effective human relations, is explained from both an individual and organizational level in Chapter 2.

Part II, “Career Success Begins with Knowing Yourself,” reflects the basic fact that our effectiveness in dealing with others depends in large measure on our self-awareness and self-acceptance. We believe that by building high self-esteem and by learning to explore inner attitudes, motivations, and values, the reader will learn to be more sensitive to the way others think, feel, and act. Complete chapters are devoted to such topics as communication styles, building high self-esteem, personal values, attitude formation, and motivation.

Part III, “Personal Strategies for Improving Human Relations,” comprises chapters that feature a variety of practical strategies that can be used to develop and maintain good relationships with coworkers, supervisors, and managers. Chapters on constructive self-disclosure, learning to achieve emotional control, positive reinforcement, and developing a professional presence are featured in this part of the text.

In Part IV, “If We All Work Together . . .,” the concepts of team building and conflict resolution are given detailed coverage. Because employers are increasingly organizing employees into teams, the chapter on team-building leadership strategies (Chapter 12) takes on new importance. The chapter on conflict resolution (Chapter 13) describes several basic conflict resolution strategies and provides an introduction to the role of labor unions in today’s work force.

Part V, “Special Challenges in Human Relations,” is designed to help the reader deal with some unique problem areas—coping with personal and work-related stress, working effectively in a diverse work force, and understanding the changing roles of men and women. The reader is offered many suggestions on ways to deal effectively with these modern-day challenges.

Part VI, “You Can Plan for Success,” features the final chapter which serves as a capstone for the entire text. This chapter offers suggestions on how to develop a life plan for effective human relations. Students will be introduced to a new definition of success and learn how to better cope with life’s uncertainties and disappointments. This chapter also describes the non-financial resources that truly enrich a person’s life.

INSTRUCTOR'S RESOURCE MANUAL WITH TEST BANK

The Instructor's Resource Manual is a complete teaching guide for the seventh edition of *Effective Human Relations in Organizations*. The opening material provides a review of the most important teaching and learning principles that facilitate human relations training, a review of several teaching methods, and a description of suggested term projects.

Part I provides a chapter preview, chapter purpose and perspective, a presentation outline, suggested responses to the Thinking/Learning Starters, review questions, and case problem questions for every chapter in the text. Answers, when applicable, are provided for the application exercises. Additional application exercises, suggested readings and video ordering information are included as well. Part II contains the test items and answers. True/False, multiple-choice, fill-in-the-blank, and short-answer questions are provided. Part III includes the instructional games entitled *Ethical Decision Making* and *Coping with Organizational Politics*. This section of the IRM includes complete instructions on how to administer these learning activities in the classroom. Part IV of this manual includes the answers to the cognitive study questions in the Classroom Activities Manual, as well as suggestions for effective implementation of each of the activities. Part V provides a list of videos that can be used in conjunction with the textbook, corresponding video vendors, and a list of suggested readings.

CLASSROOM ACTIVITIES MANUAL

This workbook serves as a student study guide/activities manual for independent work as well as in-class participation. Each chapter begins with twenty cognitive study guide questions and a list of the chapter objectives. Every workbook chapter includes a variety of questionnaires, self-assessment instruments, role-playing situations, and small group discussion exercises that will help students improve and internalize their human relations skills. Each chapter also includes an exercise that deals with valuing diversity, a critical skill that permeates all chapter topics. Each chapter concludes with a journal entry page.

THE SEARCH FOR WISDOM

The search for what is true, right, or lasting has become more difficult because we live in the midst of an information explosion. The Internet is an excellent source of mass information, but it is seldom the source of wisdom. Television usually reduces complicated ideas to a sound bite. Books continue to be one of

the best sources of knowledge. Many new books, and several classics, were used as references for the seventh edition of *Effective Human Relations in Organizations*. A sample of the books we used to prepare this edition follow.

Anger, Rage, and Resentment by Kimes Gustin
Complete Business Etiquette Handbook by Barbara Pachter and Majorie Brody
Creative Visualization by Shakti Gawain
Data Smog—Surviving the Information Glut by David Shenk
Do What You Love . . . The Money Will Follow by Marsha Sinetar
Emotional Intelligence by Daniel Goleman
Empires of the Mind by Denis Waitley
Getting to Yes by Roger Fisher and William Ury
How to Win Friends and Influence People by Dale Carnegie
The Human Side of Enterprise by Douglas McGregor
I'm OK—You're OK by Thomas Harris
Minding the Body, Mending the Mind by Joan Borysenko
Multiculture Manners—New Rules of Etiquette For a Changing Society by Norine Dresser
The 100 Best Companies to Work for in America by Robert Levering and Milton Moskowitz
1001 Ways to Reward Employees by Bob Nelson
The Power of 5 by Harold H. Bloomfield and Robert K. Cooper
Psycho-Cybernetics by Maxwell Maltz
Re-Engineering the Corporation by Michael Hammer and James Champy
Reviving Ophelia by Mary Pipher
The Seven Habits of Highly Effective People by Stephen Covey
The Situational Leader by Paul Hersey
The Six Pillars of Self-Esteem by Nathaniel Branden
Spectacular Teamwork by Robert R. Blake, Jane Srygley Mouton, and Robert L. Allen
Stress for Success by James Loehr
The 10 Natural Laws of Successful Time and Life Management by Hyrum W. Smith
When Talking Makes Things Worse by David Stiebel
You Just Don't Understand: Women and Men in Conversation by Deborah Tannen

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Many people have made contributions to *Effective Human Relations in Organizations*. Throughout the years the text has been strengthened as a result of numerous helpful comments and recommendations. We extend special appre-

ciation to the following reviewers and advisors who have provided valuable input for this and prior editions:

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Over 200 business organizations, government agencies, and nonprofit institutions provided us with the real-world examples that appear throughout the text. We are grateful to organizations that allowed us to conduct interviews, observe workplace environments, and use special photographs and materials.

The partnership with Houghton Mifflin, which has spanned two decades, has been very rewarding. Several members of the Houghton Mifflin College Division staff have made important contributions to this project. Sincere appreciation is extended to Susan Kahn who has worked conscientiously on the text from the planning stage to completion of the book. We also offer a hearty thank you to other key contributors: Kathy Hunter, Fred Burns, and Juli Bliss.

BARRY L. REECE
RHONDA BRANDT

PART 1



Human Relations: The Key to Personal Growth and Career Success



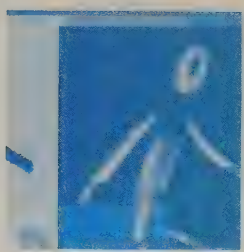
Chapter 1
Introduction to Human Relations

Chapter 2
Improving Personal and Organizational Communications





Chapter 1

Introduction to Human Relations



Chapter Preview

After studying this chapter, you will be able to

1. Understand how the study of human relations will help you succeed in your chosen career.
 2. Explain the nature, purpose, and importance of human relations in an organizational setting.
 3. Identify major trends in the workplace that have given new importance to human relations.
 4. Identify major forces influencing human behavior at work.
 5. Review the historical development of the human relations movement.
 6. Identify seven basic themes that serve as the foundation for effective human relations.
- 
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H

OWARD SCHULTZ, CEO of Starbucks Coffee Company, grew up in a lower-middle-class family in federally subsidized housing in Brooklyn. His father was a blue-collar worker who held a variety of jobs. Schultz says, "He was not valued as a worker; the system he was part of beat him down and he became a bitter person who lost his self-esteem."¹ Motivated by memories of his father, Schultz is now working hard to make sure every employee feels valued and respected. At Starbucks the employee, not the customer, comes first. This policy is based on the belief that enthusiastic, happy employees will keep customers coming back. Starbucks offers workers an employee ownership plan, excellent training programs, full medical and dental benefits (available even to part-time employees), and career advancement opportunities.

During orientation new employees are introduced to guidelines for on-the-job interpersonal relations. The first guideline is to maintain and enhance self-esteem. Starbucks has discovered that when employees feel respected, they are less likely to leave the company. The annual employee turnover rate is less than 50 percent. The norm in this industry is more like 300 to 400 percent a year. Low employee turnover is important because the company is growing and needs experienced employees. From 11 Seattle stores and fewer than 100 employees, the company has grown to nearly 1,200 stores and several thousand employees.² ■

Starbucks' emphasis on relationships is not an isolated case. A growing number of U.S. organizations, from hospitals to hotels, are discovering and rediscovering the benefits of work environments that emphasize employee growth and development opportunities and the human side of enterprise. Most organizations that survive and prosper over a long period of time maintain a balance between concern for productivity and concern for people.

THE NATURE, PURPOSE, AND IMPORTANCE OF HUMAN RELATIONS

Many of America's best-managed organizations are not simply being "nice to people"; they are genuinely helping employees come alive through their work. We have learned that the goals of worker and workplace need not be in conflict. This chapter focuses on the nature of human relations, its development, and its importance to the achievement of individual and organizational goals.

Human Relations Defined

The term **human relations** in its broadest sense covers all types of interactions among people—their conflicts, cooperative efforts, and group relationships. It is the study of *why* our beliefs, attitudes, and behaviors sometimes cause rela-

relationship problems in our personal lives and in work-related situations. The study of human relations emphasizes the analysis of human behavior, prevention strategies, and resolution of behavioral problems.

Knowledge of human relations does not, of course, begin in the classroom. Although this may be your first formal course in the subject, your “education” in human relations actually began with your family, friends, and early employment experiences. You learned what was acceptable and what was not. You tested your behavior against that of others, formed close relationships, experienced conflict, developed perceptions of yourself, and discovered how to get most of your needs met. By the time you completed high school, you had probably formed a fairly complex network of relationships and had a pretty good idea of who you were.

The Importance of Human Relations

One of the most significant developments in recent years has been the increased importance of interpersonal skills in almost every type of work setting. In the minds of many employers, interpersonal skills represent an important category of “basic” or “transferable” skills a worker is expected to bring to the job. Technical ability is often not enough to achieve career success. Studies indicate that many of the people who have difficulty in obtaining or holding a job, or advancing to positions of greater responsibility, possess the needed technical competence but lack interpersonal competence.

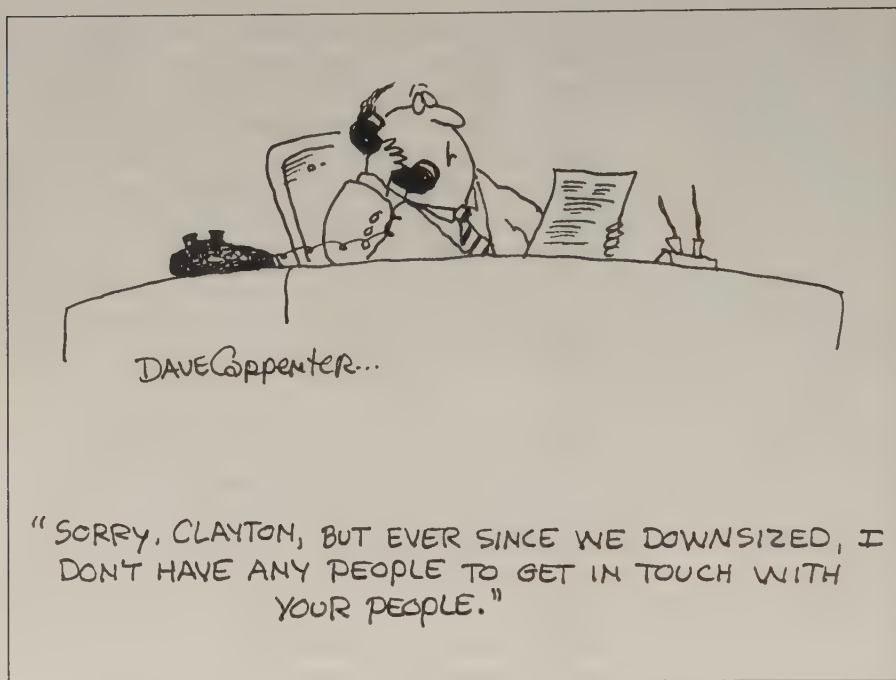
Several important trends in the workplace have given new importance to human relations. Each of the following trends provides support for the development of competence in human relations:

- *The labor market has become a place of churning dislocation caused by the heavy volume of mergers, buyouts, and business closings.* These activities have been accompanied by nearly 3 million layoffs and the elimination of hundreds of product lines during the past decade. Even industries noted for job security have recently engaged in massive layoffs. A million U.S. defense workers have lost their jobs since the end of the Cold War. At International Business Machines Corp. (IBM), where a job once meant good pay and job security, 170,000 jobs have been cut worldwide in recent years. Even when the economy is strong, many companies continue to eliminate jobs.³

Downsizing has produced many negative consequences. The bond of employer-employee loyalty has all but been erased.⁴ Large numbers of major U.S. companies are attempting to deal with serious problems of low morale and mistrust of management caused by years of upheaval and restructuring.⁵

- *Temporary work continues to grow.* Massive downsizing has created another phenomenon in the workplace—the large-scale use of temporary workers. Some companies that still have memories of painful layoffs are turning to temporary workers as a hedge against future layoffs. Strong demand for temps has

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surfaced in such diverse fields as telecommunications, banking, heavy manufacturing, and computers. Manpower Inc., now the largest temp employer in the United States, is one of over 2,000 firms providing temporary workers. Today Manpower can provide temporary lawyers, accountants, engineers, and many other types of professional and technical workers.⁶ Temporary work is growing in popularity among people who want more flexibility in their lifestyle. Others select this employment route because it can open the door to full-time employment.⁷

- *Organizations are increasingly oriented toward service to clients, patients, and customers.* We live in a service economy where relationships are often more important than products. Restaurants, hospitals, banks, public utilities, colleges, airlines, and retail stores all must now gain and retain the patronage of their clients and customers. In any service-type firm, there are thousands of "moments of truth," those critical incidents in which customers come into contact with the organization and form their impressions of its quality and service. Employees must not only be able to get along with customers; they must also project a favorable image of the organization they represent. Constant contact with the public requires a high degree of patience, versatility, and sensitivity to the needs of a diverse population. Critics of companies that engage in massive downsizing note that anxious survivors are more likely to focus inward on their own careers instead of outward on customer needs.⁸

- *A growing number of organizations are recognizing improved quality as the key to survival.* The notion of quality as a competitive tool has been around for many years, but today it is receiving much more attention. In a period of fierce global competition, a consumer does not have to tolerate poor-quality products or services. Stephen Shepard, editor-in-chief of *Business Week*, states that quality “may be the biggest competitive issue of the late 20th and early 21st centuries.” People are at the heart of every quality-improvement program. Committed, well-trained workers who are given authority and responsibility can do the most to improve quality.¹⁰

- *Many companies are organizing their workers into teams in which each employee plays a part.* Organizations eager to improve quality, improve job satisfaction, increase worker participation in decision making and problem solving, and improve customer service are turning to teams. Typical of the team approach is Motorola, Inc., which now has more than 5,000 specialized “customer satisfaction” teams that work on highly specific ways of improving efficiency or providing new and innovative services.¹¹ Along with increased use of teams at Motorola has come training to help employees improve their people skills.

Although some organizations have successfully harnessed the power of teams, others have encountered problems. One barrier to productivity is the employee who lacks the skills needed to be a team member. In making the transition to a team environment, team members need skills in group decision making, leadership, conflict resolution, and communications.¹² Another barrier is the poorly prepared team leader. Supervisory-management personnel who provide team leadership must assume the roles of teacher, mentor, and resource person. Leaders who can shift from manager-as-order-giver to manager-as-facilitator are more likely to bring out the best in the people they supervise. A leadership approach that emphasizes team building is introduced in Chapter 12.

- *Diversity has become a prominent characteristic of today's work force.* A number of trends have contributed to greater work force diversity. Throughout the past two decades, participation in the labor force by Asians, African Americans, and Hispanics has increased; labor force participation by adult women has risen to a record 60 percent—defying the widespread view that it had leveled off; the employment door for people with physical or mental impairments has opened wider; and larger numbers of young workers are working with members of the 50-plus age group. Within this heterogeneous work force we will find a multitude of values, expectations, and work habits. Today, the new buzzwords are “valuing differences” and “managing diversity.” There is a need to develop increased tolerance for persons who differ in age, gender, race, physical traits, and sexual orientation. The major aspects of work force diversity are discussed in Chapter 15.

It is safe to say that no line of work, organization, or industry will enjoy immunity from these trends. Today's employee must be adaptable and flexible to achieve success within a climate of change and uncertainty. It is

important for everyone to develop those interpersonal skills that are valued by all employers.

The Challenge of Human Relations

To develop and apply the wide range of interpersonal skills needed in today's workplace can be extremely challenging. You will be working with clients, customers, patients, and other workers who vary greatly in age, work background, communications style, values, cultural background, gender, and work ethic. When you make contact with these persons, you present yourself as a multifaceted being with a complex array of values, experiences, and perceptions. The authors of *Workforce America!* point out that "human beings are complex systems and [that] each dimension of diversity adds another element of complexity to the overall functioning of the system."¹³ Because every person you come in contact with is unique, each encounter offers a new challenge.

Human relations is further complicated by the fact that we must manage three types of relationships. The first relationship is the one with ourselves. Many people carry around a set of ideas and feelings about themselves that are quite negative and in most cases quite inaccurate. In fact, many people reserve the very harshest criticism for themselves. People who have negative feelings about their abilities and accomplishments, and who engage in constant self-criticism, must struggle to maintain a good relationship with themselves. The importance of high self-esteem is addressed in Chapter 4.

The second type of relationship we must learn to manage is the one-to-one relationships we face in our personal and work lives. People in the health-care field, sales, food service, and a host of other occupations face this challenge many times each day. A nurse, for example, must build one-to-one relationships with patients. In some cases, racial, age, or gender bias serves as a barrier to good human relations. Communication style bias, a topic that is discussed in Chapter 3, is another common barrier to effective one-to-one relationships.

The third challenge we face is the management of relationships with members of a group. As already noted, many workers are assigned to a team on either a full-time or a part-time basis. At General Motors Corp.'s Saturn plant in Spring Hill, Tennessee, cars move along the line on wooden pallets, and teams of workers travel with them.¹⁴ Lack of cooperation among team members can result in quality problems or a slowdown in production.

The Influence of the Behavioral Sciences

The field of human relations draws on the behavioral sciences—psychology, sociology, and anthropology. Basically, these sciences focus on the *why* of human behavior. Psychology attempts to find out why *individuals* act as they do,

and sociology and anthropology concentrate primarily on *group* dynamics and social interaction. Human relations differs from the behavioral sciences in one important respect. Although also interested in the why of human behavior, human relations goes further and looks at what can be done to anticipate problems, resolve them, or even prevent them from happening. In other words, this field emphasizes knowledge that can be *applied* in practical ways to problems of interpersonal relations at work or in our personal life.

Human Relations and the “Total Person”

The material in this book focuses on human relations as the study of *how people satisfy both personal growth needs and organizational goals in their careers*. We believe, as do most authors in the field of human relations, that such human traits as physical fitness, emotional control, self-awareness, self-esteem, and values orientation are interdependent. Although some organizations may occasionally wish they could employ only a person’s physical strength or creative powers, all that can be employed is the **total person**. A person’s separate characteristics are part of a single system making up that whole person. Work life is not totally separate from home life, and emotional conditions are not separate from physical conditions. The quality of a person’s work, for example, is often related to physical fitness and nutrition.

Many organizations are beginning to recognize that when the whole person is improved, significant benefits accrue to the firm. These organizations are establishing employee development programs that address the total person, not just the employee skills needed to perform the job. These programs include such topics as stress management, assertiveness training, physical fitness, balancing work and family life, and values clarification. A few examples follow:

Item: Employees at H. A. Montgomery—a chemical manufacturing firm in Detroit, Michigan—have the option of starting each workday with 20 minutes of Transcendental Meditation.¹⁵

Total Person Insight

“To me, there’s no essential difference between the way we spend time in work and the way we spend the rest of our lives. Time is time; our working life adds up—in a few short decades—to be our life itself.”

MARSHA SINETAR

Author, *Do What You Love . . . The Money Will Follow*

Item: Liz Claiborne, Inc. holds seminars on domestic violence issues for its employees.¹⁶

Item: Texas Instruments offers seminars for dads who need help juggling work and home.¹⁷

Item: Quaker Oats Company grants bonuses for employees who exercise and shun smoking.¹⁸

Some of the results of these programs may be difficult to assess in terms of profit and loss. For example, does a person in good physical health contribute more? If an employee is under considerable stress, does this mean he or she will have more accidents on the job? Specific answers vary, but most human resource management experts agree that total person development includes physical, mental, social, emotional, and spiritual development.

The Need for a Supportive Environment

John W. Humphrey, chief executive officer of the Forum Corporation, says, “These days, the only sustainable competitive advantage in any business is people, not product.”¹⁹ Unfortunately, not every CEO or manager attributes the same importance to people or people problems. Some managers do not believe that total person training, job enrichment, motivation techniques, or career development helps increase productivity or strengthen worker commitment to the job. It is true that when such practices are tried without full commitment or without full management support, there is a good chance they will fail. Such failures often have a demoralizing effect on employees and management alike. “Human relations” may take the blame, and management will be reluctant to try other human relations methods or approaches in the future.

A basic assumption of this book is that human relations, when applied in a positive and supportive environment, can help individuals achieve greater personal satisfaction from their careers and help increase an organization’s productivity and efficiency.

Thinking / Learning Starters

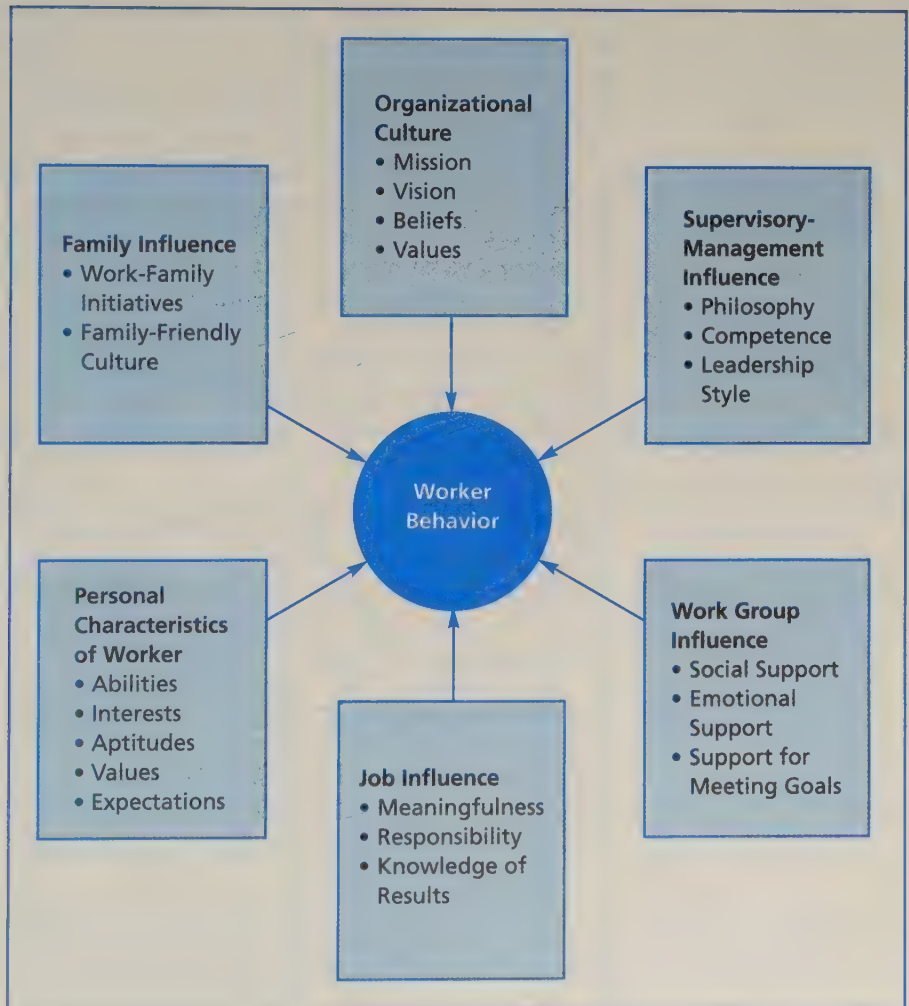
1. How important will human relationship skills be in your future career(s)?
2. Do you believe the trends in the workplace described in this chapter will continue throughout the next decade? What new trends might develop?

THE FORCES INFLUENCING BEHAVIOR AT WORK

A major purpose of this text is to increase your knowledge of factors that influence human behavior in a variety of work settings. An understanding of human behavior at work begins with a review of the six major forces that affect every employee, regardless of the size of the organization. As Figure 1.1 indicates, these are organizational culture, supervisory-management influence, work group influence, job influence, personal characteristics of the worker, and family influence.

FIGURE 1.1

Major Forces Influencing Worker Behavior



Organizational Culture

Every organization, whether a manufacturing plant, retail store, hospital, or government agency, is unique. Each has its own culture. **Organizational culture** is the collection of shared (stated or implied) beliefs, values, rituals, stories, myths, and specialized language that create a common identity and foster a feeling of community among organization members.²⁰ The culture at Lands' End, the Dodgeville, Wisconsin, mail order company, has been shaped by *Eight Principles of Doing Business* developed by its founder. One of those principles, "We believe that what is best for our customers is best for all of us," no doubt influenced the legendary friendliness of Lands' End telephone service representatives and the high quality of the products offered by the company.²¹ By contrast, the U.S. Postal Service's authoritarian culture has resulted in poor labor-management relations, thousands of unresolved grievances, and customer service that is often mediocre.²² The Postal Service hopes to achieve long-term culture change by emphasizing greater employee involvement and empowerment.

A growing number of organizations are creating vision statements that direct the energies of the company and inspire employees to achieve greater heights. Ortho Biotech, based in Raritan, New Jersey, begins its vision statement with a bold prediction: "We will be the best in our business by providing customers with innovative solutions to significant medical problems through biotechnology and related science."²³ Once a vision statement is created, leaders must help every employee see the connection between the employee's job and the organization's vision. Senior management must serve as "cheerleaders" to unify employees behind the vision. It takes a great deal of energy on the part of top management to keep a vision alive and vibrant.

Supervisory-Management Influence

Supervisory-management personnel are in a key position to influence employee behavior. It is no exaggeration to say that supervisors and managers are the spokespersons for the organization. Their philosophy, competence, and leadership style establish the organization's image in the eyes of employees. Each employee develops certain perceptions about the organization's concern for his or her welfare. These perceptions, in turn, influence such important factors as productivity, customer relations, safety consciousness, and loyalty to the firm. Effective leaders are aware of the organization's basic purposes, why it exists, and its general direction. They are able to communicate this information to workers in a clear and positive manner.

Supervisory-management personnel hold the key to both outlook and performance. They are in a unique position to unlock the internal forces of motivation and help employees channel their energies toward achieving the goals of the organization. Effective leadership is shaped by common sense, respect for each worker, good listening skills, and helping people to learn to work to-

Total Person Insight

"Jobs do a lot more than merely provide income. They provide the opportunity to learn and enhance skills, to have some control over one's fate and, perhaps most important, to gain a sense of self-worth, a sense of carrying one's own weight."

WILLIAM RASPBERRY

Syndicated Columnist

gether rather than just for themselves.²⁴ This leadership style is discussed in Chapter 12.

Work Group Influence

In recent years, behavioral scientists have devoted considerable research to determining the influence of group affiliation on the individual worker. They are particularly interested in group influence within the formal structure of the organization. This research has identified three functions of group membership.²⁵ First, it can satisfy *social needs*. Many people find the hours spent at work enjoyable because coworkers provide needed social support. Second, the work group can provide the *emotional support* needed to deal with pressures and problems on or off the job. Finally, the group provides *assistance in solving problems and meeting goals*. A cohesive work group lends support and provides the resources we need to be productive workers. The potential value of work group influence helps explain why so many organizations are using various types of teams to improve productivity.

Job Influence

Work in modern societies does more than fulfill economic needs. A job can provide a sense of meaning, a sense of community, and self-esteem.²⁶ As one organizational consultant noted, work has taken central stage in the lives of many people: "We spend most of our working hours doing our jobs, thinking about work, and getting to and from our workplaces. When we feel good about our work, we tend to feel good about our lives. When we find our work unsatisfying and unrewarding, we don't feel good."²⁷ Unfortunately, many people hold jobs that do not make them feel good. Many workers perceive their jobs to be meaningless and boring because there is little variety to the

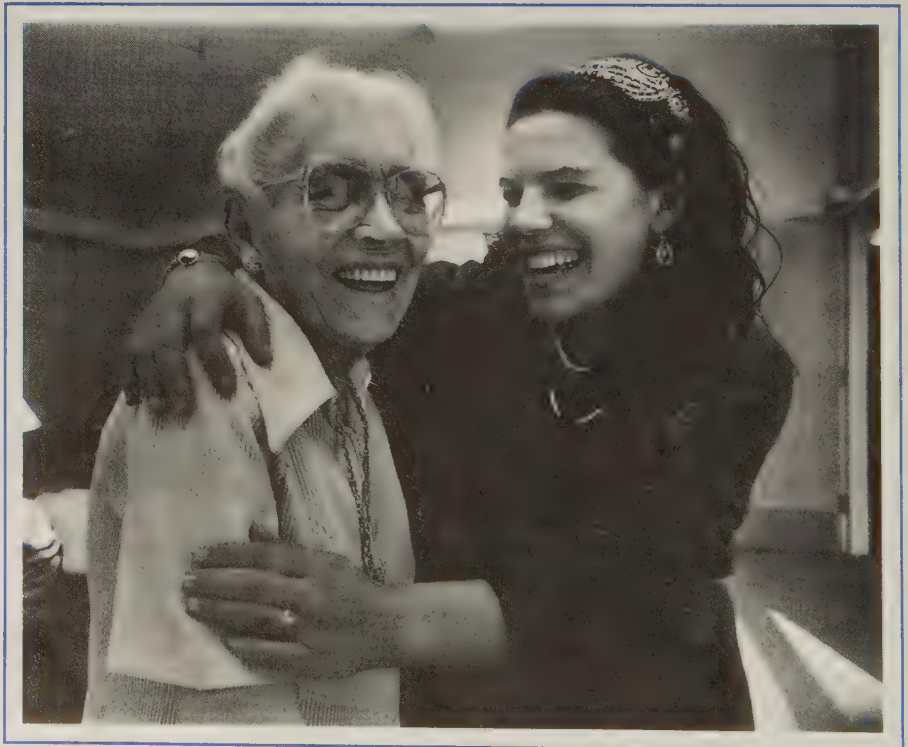
work. Some workers experience frustration because they are powerless to influence their working conditions.

Job satisfaction tends to increase when there is compatibility between the wants and needs of the employee and the characteristics of the job. To be completely satisfying, a job must provide three experiences for a worker: meaningfulness, responsibility, and knowledge of results.²⁸ To enhance both meaningfulness and responsibility, some organizations are redesigning jobs so they provide the employee with more challenge, variety, and personal growth. In Chapter 7 we discuss various design options.

Personal Characteristics of the Worker

Every worker brings to the job a combination of abilities, interests, aptitudes, values, and expectations. Worker behavior on the job is most frequently a reflection of how well the work environment accommodates the unique characteristics of each worker. For more than half a century, work researchers and theorists have attempted to define the ideal working conditions that would maximize worker productivity. These efforts have met with some success, but unanswered questions remain.

Patience and a caring attitude are two important personal characteristics needed by people who work in our expanding service economy. This elderly nursing home patient appreciates the warm, friendly approach used by this young staff member. (Therese Frare/The Picture Cube, Inc.)



Identifying the ideal work environment is difficult because today's work force is characterized by such great diversity. A single parent may greatly value a flexible work schedule and child care. The recipient of a new business administration degree may value challenging work and career advancement opportunities above other benefits. Other workers may desire more leisure time.

Coming into the workplace today is a new generation of workers with value systems and expectations about work that differ from those of the previous generation. Today's better-educated and better-informed workers value identity and achievement. They also have a heightened sense of their rights.

Family Influence

There is general agreement that people need to establish a balance between work life and family life. Balance implies an interconnection among many areas of work and the family.²⁹ We are just beginning to understand some of these strong linkages. For example, a study of blue-collar fathers in dual-earner households found a powerful tie between conditions at work and treatment of children. Fathers who experienced autonomy at work and worked for supportive bosses tended to have higher self-esteem and to treat their children with greater acceptance and warmth.³⁰ Researchers have also found fewer behavioral problems in children whose mothers have control over how, where, and when their work gets done.³¹ These research studies indicate that children may be the unseen stakeholders in the workplace.

Many organizations have found that family problems are linked to employee problems such as tardiness, absenteeism, and turnover. The discovery has led many companies to develop work-family programs and policies that help employees juggle the demands of children, spouses, and elderly parents.³² Marriott International, Inc., initiated a number of work-family initiatives after learning that family and personal problems fuel turnover as high as 300 percent at some of its hotels.³³ Johnson & Johnson, the New Jersey-based maker of health-care products, is considered to have one of the most family-friendly cultures in America. The company maintains four on-site child-care facilities, offers up to \$3,000 help to workers who are adopting children, and supports a one-year parental leave program. The company credo includes this sentence: "We must be mindful of ways to help our employees fulfill their family responsibilities."³⁴

THE DEVELOPMENT OF THE HUMAN RELATIONS MOVEMENT

The early attempts to improve productivity in manufacturing focused mainly on trying to improve such things as plant layout and mechanical processes. But

over time, there was more interest in redefining the nature of work and perceiving workers as complex human beings. This change reflected a shift in values from a concern with *things* to a greater concern for *people*. In this section we examine a few major developments that influenced the human relations movement.

The Impact of the Industrial Revolution

The Industrial Revolution marked a shift from home-based, handcrafted processes to large-scale factory production. Prior to the Industrial Revolution, most work was performed by individual craftworkers or members of craft guilds. Generally, each worker saw a project through from start to finish. Skills such as tailoring, carpentry, and shoemaking took a long time to perfect and were often a source of pride to an individual or a community. Under this system, however, output was limited.

The Industrial Revolution had a profound effect on the nature of work and the role of the worker. Previously, an individual tailor could make only a few items of clothing in a week's time; factories could now make hundreds. Employers began to think of labor as another item in the manufacturing equation, along with raw materials and capital. Employers at that time did not realize how workers' needs affected production. As a result, few owners or managers gave any thought to working conditions, health and safety precautions, or worker attitudes and motivation. Hours were long, and pay was low.

Taylor's Scientific Management

Around the turn of the century, Frederick Taylor and other researchers interested in industrial problems introduced the concept of **scientific manage-**

Total Person Insight

"You can only get so much more productivity out of reorganization and automation. Where you really get productivity leaps is in the minds and hearts of people."

JAMES BAUGHMAN

Director of Management Development, General Electric Co.

ment. They believed that productivity could be improved by breaking a job into isolated, specialized tasks and assigning workers to each of those tasks. The development of scientific management coincided with the revolutionary concept of mass production. Needless to say, Taylor's theories became immensely popular among business owners and managers. Eventually, they helped pave the way for the assembly line.

Taylor's work was sharply criticized by those who believed it exploited, rather than helped, workers. The specialized tasks they performed required manual skills but little or no thinking.³⁵ More than ever, employees were treated as a commodity, as interchangeable as the parts they produced. Taylor originally thought that by increasing production, the company would end up with a larger financial pie for everyone to share: Management would earn higher bonuses; workers would take home more pay. He did not foresee that his theories would be applied in ways that dehumanized the workplace even further.

Mayo's Hawthorne Studies

Elton Mayo and his colleagues accidentally discovered part of the answer to variations in worker performance while conducting research in the mid-1920s at the Hawthorne Western Electric plant, located near Chicago. Their original goal was to study the effect of illumination, ventilation, and fatigue on production workers in the plant. Their research, known as the **Hawthorne studies**, became a sweeping investigation into the role of human relations in group and individual productivity.

For one part of their research, Mayo and his colleagues selected two groups of employees doing similar work under similar conditions and kept output records for each group. After a time, the researchers began to vary the intensity of light for one group while keeping it constant for the other. Each time they increased the light, productivity rose. To determine if better illumination was responsible for the higher outputs, they began to dim the light. *Productivity continued to rise.* In fact, one of the highest levels of output was recorded when the light was scarcely brighter than the full moon! The researchers realized some other influence was at work.

Mayo made two important discoveries. First, all the attention focused on the test group made these individuals feel more important. For the first time, they were getting feedback on their job performance. In addition, test conditions allowed them greater freedom from supervisory control. Under these circumstances, morale and motivation increased and productivity rose.

Second, Mayo found that the interaction of workers on the job created a network of relationships called an **informal organization**. This organization exerted considerable influence on workers' performance and could in some cases countermand orders handed down through the formal or managerial

structure. For example, if management wanted to increase production, the workers could decide among themselves not to speed up the work. Thus, the informal organization could affect the rate of output substantially.³⁶

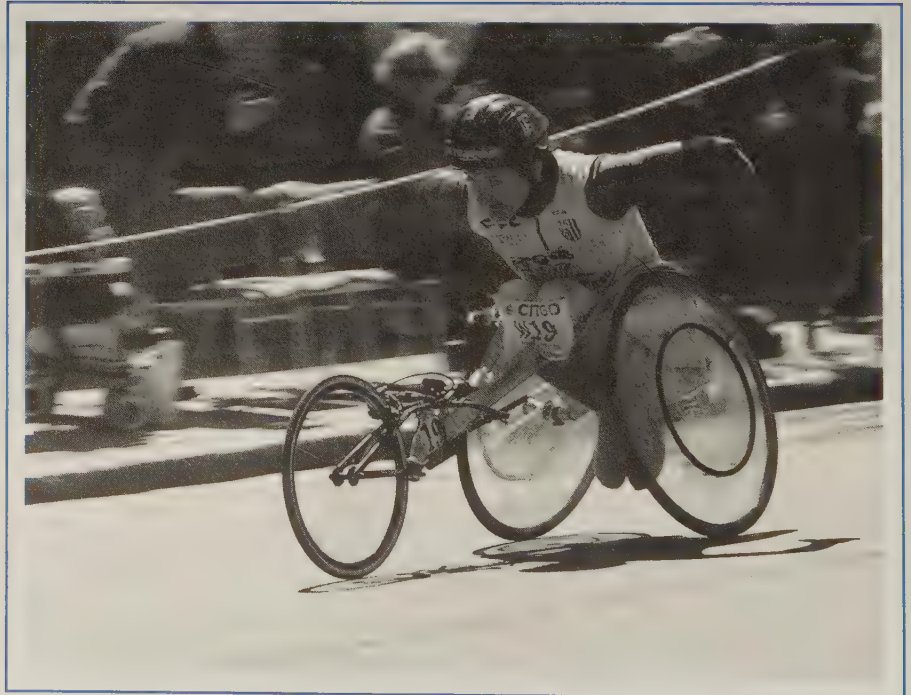
Although some observers have criticized the Hawthorne studies for flawed research methodology,³⁷ this research can be credited with helping change the way management viewed workers.

From the Great Depression to the 1990s

During the Great Depression, interest in human relations research waned as other ways of humanizing the workplace gained momentum. During that period, unions increased their militant campaigns to organize workers and force employers to pay attention to such issues as working conditions, higher pay, shorter hours, and protection for child laborers. With the passage of the Wagner Act in 1935, businesses were required by law to negotiate contracts with union representatives. Other labor laws passed in the 1930s outlawed child labor, reduced the hours women worked, and instituted a minimum wage for many industries.

Completing a marathon in a wheelchair requires a great deal of motivation.

The work of various psychologists and social scientists has added greatly to our understanding of what motivates people and how motivation works.
(Gail Hilsenrath/The Picture Cube, Inc.)



During World War II and the years of postwar economic expansion, interest in the human relations field was revived. Countless papers and research studies on worker efficiency, group dynamics, organization, and motivational methods were published. Douglas McGregor, in his classic book *The Human Side of Enterprise*, argued that how well an organization performs is directly proportional to its ability to tap human potential.³⁸ He introduced his Theory X, a rather pessimistic, authoritarian view of human behavior, and Theory Y, a more positive, optimistic view. Abraham Maslow, a noted psychologist, devised a “hierarchy of needs,” stating that people satisfied their needs in a particular order. Each theory had considerable influence on the study of motivation and is explored in detail in Chapter 7.

Since the 1950s, theories and concepts regarding human behavior have focused more and more on an understanding of human interaction. Eric Berne in the 1960s revolutionized the way people think about interpersonal communication when he introduced transactional analysis, with its “Parent-Adult-Child” model. At about the same time, Carl Rogers published his work on personality development, interpersonal communication, and group dynamics. In the early 1980s, William Ouchi introduced the Theory Z style of management, which is based on the belief that worker involvement is the key to increased productivity. Two books published by Jay Hall during the 1980s, *The Competence Process* and *The Competence Connection*, reminded management of the vast reserve of talent and the desire to perform embodied in most workers. Organizations must determine how to tap this reserve of competence.

There is no doubt that management consultants Tom Peters and Robert Waterman also influenced management thinking regarding the importance of people in organizations. Their best-selling book *In Search of Excellence*, published in 1982, describes eight attributes of excellence found in America’s best-run companies.³⁹ One of these attributes, “productivity through people,” emphasizes that excellent companies treat the worker as the root source of quality and productivity.

In 1989 Stephen Covey authored a powerful book on leadership and human relations entitled *The Seven Habits of Highly Effective People*. He describes the principles of fairness, integrity, honesty, patience, and humility as essential ingredients in what he describes as the *character ethic*. Covey believes that character is the foundation for true success and happiness in life.

The most popular buzzword in the 1990s was *re-engineering*, a term coined by Michael Hammer and James Champy in their 1993 bestseller, *Re-engineering the Corporation*. Re-engineering is a radical approach to improving the performance of a company. Hammer and Champy suggest the starting point for re-engineering is a clean sheet of paper and answers to the question: If you could start the business today, how would you go about it now as opposed to how you have been doing it? Companies that took this challenge seriously often discovered that re-engineered work required fewer workers and far fewer

managers.⁴⁰ Many workers who live through the re-engineering process say they feel overburdened by work and fear their own job loss.

Thinking / Learning Starters

1. What do you personally find to be the basic rewards of work?
2. The book *In Search of Excellence* cites “productivity through people” as an attribute of excellent companies. Do you agree or disagree with this view?
3. What degree of worker involvement have you experienced in places where you have worked or volunteered?

MAJOR THEMES IN HUMAN RELATIONS

Several broad themes emerge from the study of human relations. They are communication, self-awareness, self-acceptance, motivation, trust, self-disclosure, and conflict resolution. These themes reflect the current concern in human relations with the twin goals of personal growth development and the satisfaction of organizational objectives. To some degree, these themes are interrelated (see Figure 1.2) and most are discussed in more than one chapter of this book.

Communication

It is not an exaggeration to describe communication as the “heart and soul” of human relations. **Communication** is the means by which we come to an understanding of ourselves and others. To grow and develop as persons, we must develop the awareness and the skills necessary to communicate effectively. John Dickman, author of *Human Connections*, says that “if we are going to do anything constructive and helping with one another, it must be through our communication.”⁴¹ Communication is the *human* connection. That is why the subject is covered in more than one section of this book. In Chapter 2 we explore the fundamentals of both personal and organizational communication. It is these fundamentals that provide the foundation for all efforts to improve communication. Chapter 3 provides an introduction to communications styles and outlines several practical tips on how you can cope with communication style bias. Chapter 8 explains how constructive self-

FIGURE 1.2

Major Themes in Human Relations



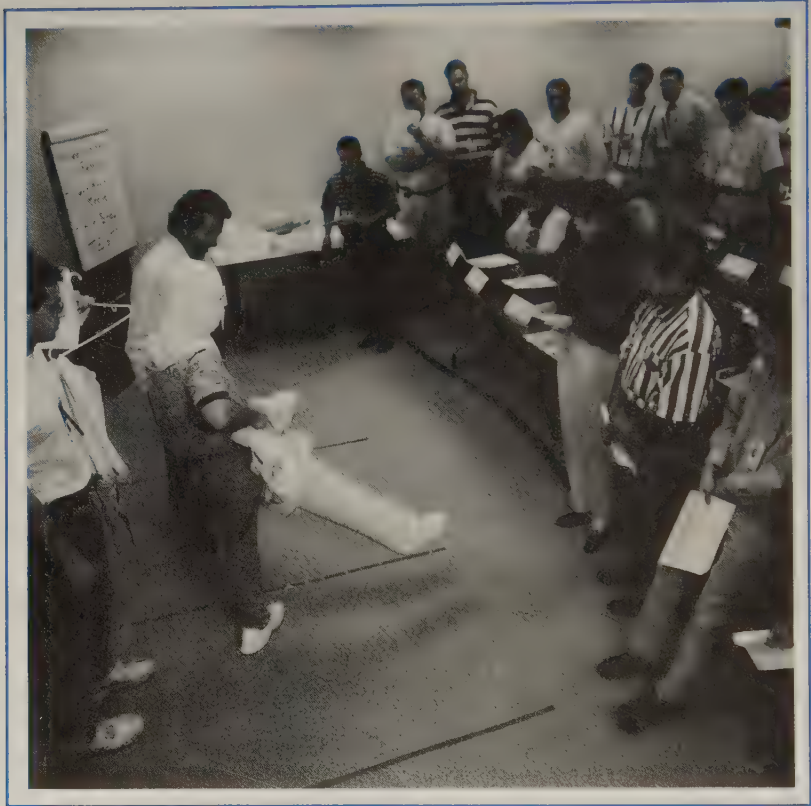
disclosure, an important form of personal communication, can be used to improve human relationships.

Self-Awareness

One of the most important ways to develop improved relationships with others is to develop a better understanding of ourselves. With increased **self-awareness** comes a greater understanding of how our behavior influences others. Stephen Covey says that self-awareness enables us to stand apart and examine the way we “see” ourselves. He states that self-awareness “affects not only our attitudes and behaviors, but also how we see other people.”⁴²

The importance of self-awareness is being recognized by an increasing number of authors, trainers, and educators. Daniel Goleman, author of the best-selling book *Emotional Intelligence*, has given us new insights into the importance of self-awareness. Goleman says IQ accounts for only about 20 percent of a

Communication plays a critical role in training programs that teach Samsung employees how to put on correctly a chip-plant bunny suit and mask.
(Wyatt McSpadden)



person's success in life. The rest, he says, you can credit to "emotional intelligence." Of all the elements that make up emotional intelligence, Goleman asserts, self-awareness is the most important. He notes that a deficit in self-awareness can be damaging to one's personal relationships and career.⁴³ Self-awareness is discussed in greater detail in the chapters that are featured in Part II.

Self-Acceptance

The degree to which you like and accept yourself is the degree to which you can genuinely like and accept other people. **Self-acceptance** is the foundation of successful interaction with others. In a work setting, people with positive self-concepts tend to cope better with change, accept responsibility more readily, tolerate differences, and generally work well as team members. A negative self-concept, however, can create barriers to good interpersonal relations. Self-acceptance is crucial not only for building relationships with others but also for

setting and achieving goals. The more you believe you can do, the more you are likely to accomplish. Chapter 4 explains why high self-esteem (complete self-acceptance) is essential for effective human relations. That chapter also helps you identify ways to achieve greater self-acceptance.

Motivation

Most people who engage in the study of **motivation** seek answers to two questions: “How do I motivate myself?” and “How do I motivate others?” If you are really committed to achieving peak performance, you must motivate yourself from within.⁴⁴ Inner drives for excellence can be very powerful. To motivate others, you need to understand time-proven research theories and well-established motivation strategies. Chapter 5 will help you identify the priorities and values that motivate you. Chapter 7 explores the complex nature of motivation, particularly of self and others, and examines various motivation strategies. In Chapter 10 you will learn how incentives and various types of positive reinforcement methods serve as external motivators.

Trust

H. Jackson Brown, Jr., author of *Live and Learn to Pass It On*, says that **trust** is the single most important factor in both personal and professional relationships.⁴⁵ Unfortunately, trust is often absent in organizations that are engaged in downsizing and implementing high-speed change. When a lack of trust exists in an organization, a decline in the flow of information almost always results. Employees communicate less information to their supervisors, express opinions reluctantly, and avoid discussions. Cooperation, so necessary in a modern work setting, deteriorates. When a climate of trust is present, frank discussion of problems and a free exchange of ideas and information are encouraged. The concept of trust is discussed in Chapters 8 and 12.

Self-Disclosure

Self-disclosure and trust are two halves of a whole. The more open you are with people, the more trust you build up. The more trust there is in a relationship, the safer you feel to disclose who you are. Self-disclosure is also part of good communication and helps eliminate unnecessary guessing games. Managers who let their subordinates know what is expected of them help those employees fulfill their responsibilities. Chapter 8 emphasizes the need of individuals to verbalize the thoughts and feelings they carry within them and provides many practical suggestions on how to use constructive self-disclosure.

Conflict Resolution

Conflict in one form or another surfaces almost daily in the lives of many workers. You may experience conflict during a commute to work when a careless driver cuts you off at a freeway exit ramp. If your job includes supervisory-management responsibilities, you will spend a great deal of time in **conflict resolution** attempting to resolve conflicts among members of your staff. As a team member, you may assume the role of mediator when other team members clash. Resolving conflict with coworkers can require a great deal of energy. Conflict also surfaces when working parents attempt to balance the demands of both work and family. Stressful conditions at home often interfere with work performance, and on-the-job pressures create or magnify problems at home.⁴⁶

Conflict tends to obstruct cooperative action, create suspicion and distrust, and decrease productivity. The ability to anticipate or resolve conflict can be an invaluable skill. Although Chapter 13 deals specifically with the topic of conflict resolution, the chapters devoted to communication, achievement of emotional control, and team building provide many valuable suggestions on how conflict can be handled constructively.

Thinking / Learning Starter

Now that you have had an opportunity to read about the seven themes of human relations, what do you consider your strongest areas? In which areas do you feel you need improvement? Why?

HUMAN RELATIONS: BENEFITS TO YOU

As previously noted, the work force is currently characterized by downsizing, mergers, buyouts, and business closings. We are seeing more emphasis on quality products and quality services. In addition, diversity has become a more prominent characteristic of today's work force. These conditions will very likely continue into the twenty-first century. One of the best ways to cope with these changes is to develop and apply the interpersonal skills needed for success in today's working world.

A basic course in human relations cannot give you a foolproof set of techniques for solving every people-related problem that might arise. It can, however, give you a better understanding of human behavior in groups, help you become more sensitive to yourself and others, and enable you to act more

wisely when problems occur. You may even be able to anticipate conflicts or prevent small problems from escalating into major ones.

Many leaders feel that courses in human relations are important because very few workers are responsible to themselves alone. These leaders point out that most jobs today are interdependent. If people in these jobs cannot work effectively as a team, the efficiency of the organization will suffer.

Summary

The study of human relations helps us understand how people fulfill both personal growth needs and organizational goals in their careers. Many organizations are beginning to realize that an employee's life outside the job can have a significant impact on work performance, and some are developing training and education programs in human relations that address the total person. Increasingly, organizations are discovering that many forces influence the behavior of people at work.

Human relations is not a set of foolproof techniques for solving people-related problems. Rather, it gives people an understanding of basic behavior concepts that may enable them to make wiser choices when problems arise, to anticipate or prevent conflicts, and to keep minor problems from escalating into major ones.

The development of the human relations movement involved a redefinition of the nature of work and the gradual perception of managers and workers as complex human beings. Two landmarks in the study of motivation and worker needs are Frederick Taylor's work in scientific management and Elton Mayo's Hawthorne studies. Many industry leaders predict an increased emphasis on human relations research and application. The reasons for this trend include greater awareness that human relations problems serve as a major barrier to the efficient operation of an organization, the employment of workers who expect more from their jobs, and worker organizations and government agencies pressing for attention to employee concerns.

Seven major themes emerge from a study of human relations: communication, self-awareness, self-acceptance, motivation, trust, self-disclosure, and conflict resolution. These themes reflect the current concern in human relations with personal growth and satisfaction of organizational objectives.

Career Corner

Q. The daily newspapers and television news shows are constantly reporting on mergers, business closings, and downsizing efforts. With so much uncertainty in the job market, how can I best prepare for a career?

A. You are already doing one thing that is very important—keeping an eye on labor market trends. During a period of rapid change and little job security, you must continuously study workplace trends and

assess your career preparation. Louis S. Richman, in a *Fortune* magazine article entitled "How to Get Ahead in America," said, "Climbing in your career calls for being clear about your personal goals, learning how to add value, and developing skills you can take anywhere." After you clarify the type of work that would be rewarding for you, be sure you have the skills necessary to be competitive in that employment area. Keep in mind that today's employers demand more, so be prepared to add value to the company from day one. Search for your employer's toughest problems and make yourself part of the solutions.

The skills you can take anywhere are those transferable skills required by a wide range of employers. These are important because there are no jobs for life. Be prepared to work for several organizations.

Key Terms

human relations	communication
total person	self-awareness
organizational culture	self-acceptance
scientific management	motivation
Hawthorne studies	trust
informal organization	self-disclosure
	conflict resolution

Review Questions

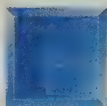
1. Given the information provided in this chapter, define *human relations*.
2. List and briefly describe the major trends that have given new importance to human relations.
3. Describe the total person approach to human relations. Why is this approach becoming more popular?
4. List and describe the six major forces influencing human behavior at work.
5. In what ways can training in human relations benefit an organization?
6. How did Taylor's work help usher in the modern assembly line? What are some possible negative outcomes of the assembly-line approach?
7. Mayo's research indicated that workers could influence the rate of production in an organization. What discoveries did Mayo make that led to this conclusion?
8. Liz Claiborne provides seminars on domestic violence issues, and Quaker Oats Company grants bonuses for employees who exercise and shun smoking. Do these two programs represent a good use of company funds? Explain your answer.
9. What seven themes emerge from a study of human relations? Describe each one briefly.

10. Reread the Total Person Insight that quotes Marsha Sinetar and then indicate what you feel is the meaning of this quotation.

Application Exercises

1. Throughout this book you will be given many opportunities to engage in self-assessment activities. Self-assessment involves taking a careful look at the human relations skills you need to be well rounded and thoroughly prepared for success in your work life and fulfillment in your personal life. To assess your human relations skills, complete the Human Relations Abilities Assessment Form in the appendix of this text. This assessment form will provide you with increased awareness of your strengths and a better understanding of the abilities you may want to improve.
2. The seven broad themes that emerge from the study of human relations were discussed in this chapter. Although these themes are interrelated, there is value in examining each one separately before reading the rest of the book. Review the description of each theme and then answer these questions:
 - a. When you take into consideration the human relations problems that you have observed or experienced at work, school, and home, which themes represent the most important areas of study? Explain your answer.
 - b. In which of these areas do you feel the greatest need for improvement? Why?

Internet Exercise



One of the most popular books among job seekers is *The 100 Best Companies to Work for in America* by Robert Levering and Milton Moskowitz. The goal of the authors is to identify and describe the best workplaces. Companies featured in this book are characterized by openness, fairness, camaraderie among employees, job security, opportunities for advancement, and sensitivity to work/family issues. These companies are concerned about the total person, not just the skills that help the company earn a profit. Here are some of the companies that have made the “best companies” list:

Company	Location	Type of Business
Southwest Airlines	Dallas, TX	Airline
SAS Institute	Carey, NC	Computer software
MBNA	Wilmington, DE	Issuer of credit cards
Corning	Corning, NY	Manufacturing
Weyerhaeuser	Federal Way, WA	Forest products

Develop a profile of two of these companies by visiting their Web sites and reviewing the available information. Also, visit Hoover's Online, a resource that provides access to profiles of about 2,800 companies. Additional information on each of these companies may be found in *Business Week*, *Forbes*, *Fortune*, *Working Mother*, and other business publications. For example, *Fortune* publishes an annual list of America's most-admired companies, and *Working Mother* publishes a list of the 100 best companies for working mothers.

Case 1.1

In Search of Family-Friendly Firms

A growing number of workers are searching for an employer that will help them manage the conflicting demands of home and work. Some are even willing to accept a somewhat smaller paycheck in return for such work-family benefits as child care, elder care, parental leave, and flexible scheduling.

Demographic trends indicate that conflict between family and work will likely increase in the years ahead. Sixty percent of all mothers are employed, and that figure is expected to increase steadily. By the year 2000, dual-earner couples will rise to a majority of all families—a dramatic departure from an earlier era when the husband provided most of the family income. And, as nearly half of marriages end in divorce, single parenting is increasing. Single parents sometimes face special problems balancing work and family responsibilities.

Each year *Working Mother* magazine publishes a list of the 100 best companies for working moms. Companies on the most recent list ranged from small Patagonia, Inc. (577 employees), to giant Eastman Kodak Company (47,014 employees). On-site child-care facilities and flexible work schedules helped Lucasfilm Ltd. (maker of the *Star Wars* trilogy) win a place on the list. The authors of *The 100 Best Companies to Work for in America* recognize many companies that have displayed sensitivity to work-family issues.

The success of family-friendly programs often depends on the attitudes of supervisory-management personnel. Even when employers offer leave for new parents and flexible scheduling, some managers exert subtle pressure to discourage employees from using them. And some companies with the best family-oriented benefits have the worst records for promoting women. Research conducted by Work/Family Directions, a Boston consulting group, found that many women feel that use of family-friendly programs will seriously hamper their career advancement. Deborah Donovan, a lawyer and new mother who works for E. I. du Pont de Nemours & Co., expressed the frustration felt by many other working mothers: "The pressures of middle management are such

that flextime means you don't have to work Saturday afternoon. My pet peeve was the occasional Sunday morning meeting."

Questions

1. If you were searching for a new job, would you try to find work with a company that offers family-oriented benefits? Explain your answer.
2. Family-oriented programs such as flexible scheduling and parental leave are not used by some employees because they fear their manager will disapprove of their behavior. What can companies do to resolve this problem?
3. In some cases family-friendly policies breed resentment among employees who must step in when someone leaves work early to pick up a child at day care or takes leave time to care for an elderly parent. How would you respond to such a complaint?

Case 1.2

The Human Factor at Southwest Airlines

Many job applicants at Southwest Airlines Company are surprised to learn that a sense of humor is an important employment requirement. The company wants to hire people who work well in a collegial environment and feel that work should be an enjoyable experience. The result of this hiring practice is a group of employees who often go out of their way to amuse, surprise, and entertain the customer. Veteran Southwest fliers expect to have a few laughs on every flight. The customary no-smoking announcement on one flight was replaced by this effort: "Good morning, ladies and gentlemen. Those of you who wish to smoke will please file out to our lounge on the wing, where you can enjoy our feature film, *Gone with the Wind*." An attendant on another flight hid in the overhead luggage bin and then popped out when passengers started filing on board.

Herb Kelleher, Southwest's zany chief executive officer, says people are the most important company asset. He sees a strong connection between workplace satisfaction and company success. Kelleher's dedication to employees has earned his company recognition as a leader in good employee-management relations. Colleen Barrett, the number-two executive at Southwest, constantly reinforces the company's message that employees should be treated like customers, and she recognizes employees who go above and beyond the call of duty. Celebrations are an important part of the company culture, from spontaneous "fun sessions" to a lavish annual awards banquet where employee contributions are glorified.

Although Southwest has grown from 198 employees in 1971 to nearly 20,000 people today, the company has been able to maintain a close-knit

family atmosphere. Herb Kelleher and Colleen Barrett have proven that a large company with a unionized work force can be a place where kindness, cooperation, and human spirit abound.

Can a company that emphasizes fun as a way of life operate efficiently and earn good profits? Apparently so. By almost every measure of efficiency in the airline industry, Southwest is at the top of the charts. Profitable every year since 1972, it has been recognized as the major airline with the fewest consumer complaints.


Questions

1. Southwest Airlines appears to be a very employee-oriented company. What aspects of the company's culture foster this loyalty?
2. Southwest is an airline serving the general public. Would the policies and procedures at this company work in an industry such as banking? Retailing? Auto manufacturing? Why or why not?





Chapter 2

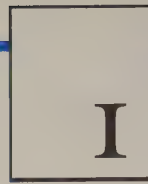
Improving Personal and Organizational Communications



Chapter Preview

After studying this chapter, you will be able to

1. Differentiate impersonal from interpersonal communication.
 2. Understand the communication process and the filters that affect communication.
 3. Identify ways to improve personal communication, including developing listening skills.
 4. Describe formal and informal channels of communication in an organization and recognize their strengths and weaknesses.
 5. Identify ways to improve communications within an organization.
 6. Understand how our global economy and advanced technology are changing the way we communicate.
- 
- 



INTERNATIONAL HARVESTER CO. sold its failing Springfield, Missouri, plant to Jack Stack, the factory manager, and twelve other employees, who formed a new company, Springfield ReManufacturing Corp. (SRC). SRC buys worn-out engines and parts, fixes them to work like new, and sells them to companies such as Chrysler Corp., Mercedes-Benz AG, and General Motors Corp. Although SRC lost \$60,000 in its first year, within a decade it showed profits of \$1.3 million on sales of \$65 million and employed over 650 people.

One reason for SRC's dramatic success is its open communication climate, which includes opening its financial records to employees. Strategic planning director Dave LaHay explains, "We don't keep any secrets. We get each person to understand the financial statement so they understand why we make the decisions we do."¹ *Inc.* magazine has documented how this "Open Book Revolution" is proving to be successful throughout the world as organizations teach employees how to read financial statements, share the statements with them, set goals to increase profits, and reward achievements toward those goals.²

All employees at SRC learn the meaning of such terms as *income statements*, *balance sheets*, *cash flow*, *equity*, and *retained earnings*. Then, on Wednesday afternoons, forty to fifty representatives from different parts of the company meet to play "The Great Game of Business." An exciting exchange of information takes place as some individuals shout out figures while everyone else busily writes them down. After the meeting, each representative reports the companywide results to coworkers in their department.

SRC employees explain their response to this open communication style: "They show us the sales and profits, what they ship; they go through every item. If you are not working up to standard, it's going to show up on that paper. With my prior company, . . . they would come down and say, 'You lost \$200,000 this quarter.' [But we wouldn't] know where it was lost. Here you have a total view of everything that is going on." When SRC employees see where money is being lost, they take action to save it because they know that when the company reaches its profit targets at the end of the year, they will be rewarded with a cash bonus of up to 13 percent of their salary.³ ■

Good communication, which is essential for the smooth functioning of any organization and for the personal development of each worker, depends on the orderly exchange of information. Managers need clear lines of communication to transmit orders and policies, build cooperation, and unify group behavior. Employees must be able to convey their complaints or suggestions and to feel that management has heard what they have to say. Clear communication among coworkers is vital to high productivity, teamwork, problem solving, and conflict management. In short, effective human relations is founded on good communication.

When people in organizations want to send messages, conduct meetings, or communicate person to person, they have many options. Some of these options are creating barriers to effective communication. The growing use of

voice mail, electronic mail, fax machines, and pagers has created, for many workers, an information overload. A Gallup poll discovered that the average person working in a large organization sends and receives approximately 178 messages each day.⁴ As the number of messages sent and received increases, workers often find themselves distracted and unable to concentrate because of the constant interruptions. This often leads to a breakdown in communications.

Although some communication breakdowns are inevitable, many can be avoided. Leaders like Jack Stack who are candid when sharing information avoid the communication problems so common in organizations. Employees who are treated with respect, are empowered to think for themselves, and feel a sense of responsibility are more likely to communicate openly with other workers and leaders throughout the organization.

THE COMMUNICATION PROCESS

Most people take communication for granted. When they speak or listen to others, they assume that the message given or received is being understood. In reality, most messages are distorted, incomplete, or lost on their way from one person to another. It is estimated that 80 percent of a message gets distorted or lost as it travels through an organization.⁵ Therefore, it is important to understand something about the process of communication.

Impersonal Versus Interpersonal Communication

In a typical organization the types of communication used to exchange information can be placed on a continuum ranging from “impersonal” on one end to “interpersonal” on the other.⁶ When we use such words as *transmit* or *transfer*, we are talking about a one-way information-giving process. This impersonal, one-way communication process can be used to give basic information such as company policies, instructions, or facts. Generally, organizations use memos, letters, electronic mail, computer printouts, voice mail, manuals, and/or bulletin boards as quick, easy ways to “get the word out.” The major limitation of these forms of **impersonal communication** is that people receiving the information usually have no opportunity to ask the sender to clarify vague or confusing wording. Despite this limitation, some organizations are discovering creative ways to keep employees informed using impersonal communication methods. Cray Research, a company that makes supercomputers, uses a variety of communication methods. These include a print newsletter, a video magazine, a confidential question-and-answer program accessible on electronic mail, and frequent communication on business issues by means of E-mail.⁷

In many cases, the national and international geographical location of employees makes two-way communication almost impossible; then organizations often depend heavily on the one-way, impersonal methods such as fax machines, electronic mail, and the Internet. When Texaco Inc. was facing unfavorable publicity concerning a race-discrimination lawsuit, the CEO wasted little time in launching a campaign of damage control. Peter Bijur used the company's satellite broadcast network to address 27,000 employees. He carefully outlined steps that would be taken to redeem the company's reputation.⁸

Interpersonal communication is the verbal exchange of thoughts or information between two or more people. Such words as *share*, *discuss*, *argue*, and *interact* refer to this form of two-way communication. Interpersonal communication can take place in meetings, over the phone, in face-to-face interviews, or during classroom discussions between instructors and students. If interpersonal communication is to be effective, some type of **feedback**, or response, from the person receiving the information is necessary. When this verbal exchange happens, the person sending the information can determine whether or not the message has been understood in the way he or she intended. This form of communication is one of the most effective ways to build strong, trusting relationships among people throughout an organization.

Tom Chappell, owner of Tom's of Maine, which makes and sells natural toothpaste, shampoos, and deodorants, relies on face-to-face communication to cope with rumors, downturns in morale, and other communication problems. Several times each year Chappell gets together with his employees and talks about company performance and future plans. He says the best way to communicate with employees is to be honest, be informational, and tell it like it is.⁹

But interpersonal communication takes time, and because it does, many companies use the faster, impersonal means of conveying information. Indeed, the speed of information giving has increased dramatically through the use of computers and other technology. Yet many workers say they are out of touch.

Total Person Insight

"'Communication breakdown' has just about taken the place of original sin as an explanation for the ills of the world—and perhaps with good cause. As our world becomes more complex and we spend more time in organized activities, the need for interpersonal understanding has never been greater. And just as important, the cost of failure has never been higher."

PAUL R. TIMM

Educator; author, *The Way We Word*

A young narrator in a television commercial for Volkswagen expressed the feelings of many people:

I've got gigabytes. I've got megabytes. I'm voice-mailed. I'm e-mailed. I surf the net. I'm on the Web. I am Cyber-Man. So how come I feel so out of touch?¹⁰

Computers and other forms of technology can be invaluable when it comes to impersonal information giving, but they cannot replace the two-way, interpersonal communication process when feedback and discussion are necessary.

Sender—Message—Receiver

Effective communication, in its most basic form, is composed of three elements: a sender, a receiver, and an understood message.¹¹ To illustrate, suppose your friend phones from your neighborhood convenience store and asks for directions to your home. You give your friend the appropriate street names, intersections, and compass directions so that he can drive to your door without getting lost. When your friend repeats his understanding of your directions, you clarify any misunderstandings, and he drives directly to your home. A simplified diagram of this communication process would look like Figure 2.1.

Now suppose you are late for an appointment, and the plumber you had requested three days ago calls you from her cellular phone and asks directions to your house. She explains that she has gotten lost in this neighborhood before, and it is obvious that English is her second language. The communication process becomes much more complicated, as shown in Figure 2.2. As your message travels from you to your plumber, it must pass through several “filters,” each of which can alter the way your message is understood. Most

FIGURE 2.1

Diagram of Simple
Communication
Process

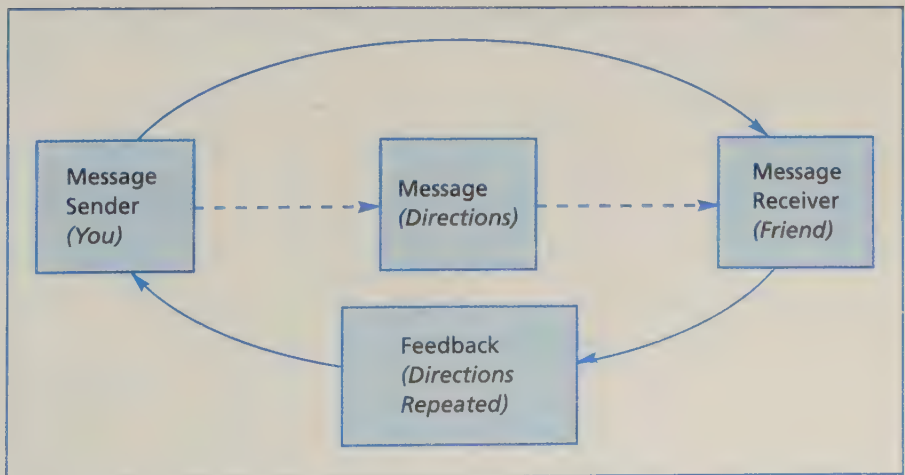
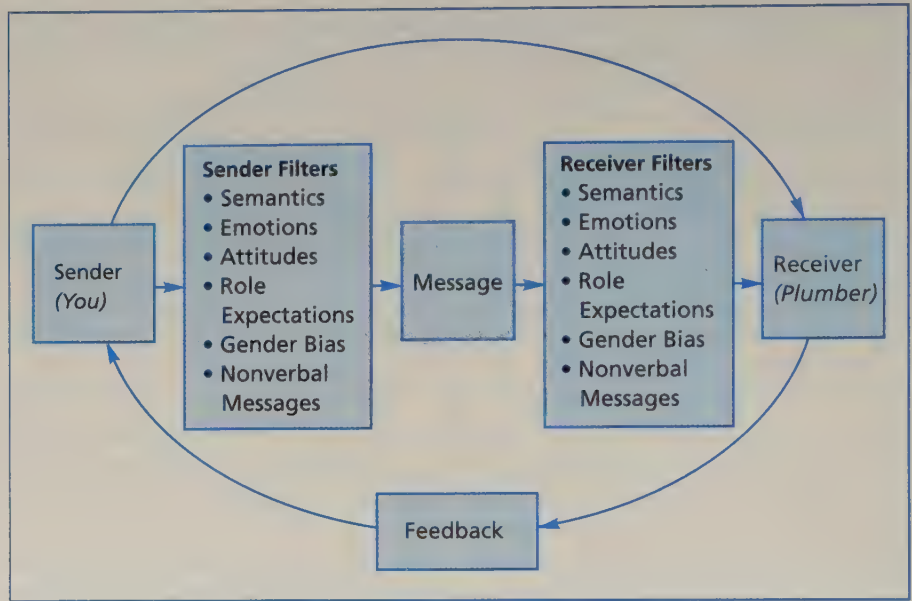


FIGURE 2.2

Diagram of
More Complex
Communication
Process



communication processes are of the complex type shown in Figure 2.2. Because these filters are so important, let's examine them in greater detail.

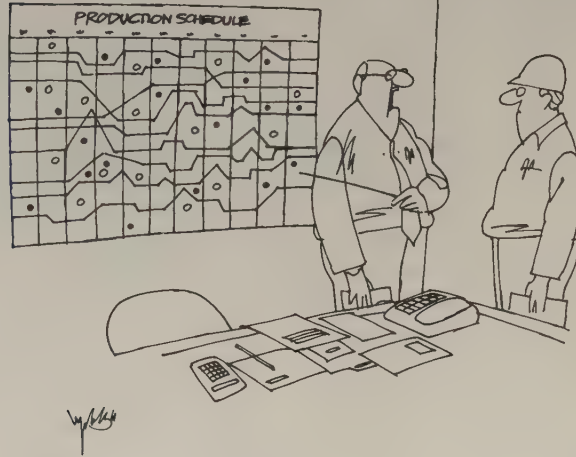
COMMUNICATION FILTERS

Messages are filtered through semantics, emotions, attitudes, role expectations, gender bias, and nonverbal messages. When the sender is influenced by any of these filters, the message relayed may be distorted. At the same time, the receiver's filters may further distort the message.

Semantics

We often assume that the words we use mean the same things to others, but this assumption can create problems. Words are not things; they are labels that stand for something. **Semantics** is the study of the relationship between a word and its meaning(s). We have agreed that particular words have associated meanings and usages. We can easily understand what words like *typewriter*, *computer*, or *envelope* mean. But more abstract terms, such as *job satisfaction*, *downsizing*, *internal customers*, or *word processing*, have less precise meanings and will be interpreted by different people in different ways. The more abstract the term, the less likely it is that people will agree on its meaning. Some professionals have been strongly criticized for using abstract words:

From May 1977 *Training* magazine. Used by permission.



"... PROMISE TO GET THE SHIPMENTS OUT ON TIME AND ILL PROMISE YOU I WON'T TRY TO EXPLAIN THIS..."

Item: Lawyers have been accused of using abstract words and “legalese” to confuse persons who turn to them for help. David Mellinkoff, a law school professor, says that lawyers’ writing resembles a foreign language.¹²

Item: Corporate employees often use important-sounding jargon that is almost incomprehensible. Better Communications, a firm that teaches writing skills to employers, clipped this statement from a memo circulated at a Fortune 500 company: “Added value is the keystone to exponentially accelerating profit curves.”¹³

People’s attitudes, background, experiences, and culture also affect how they interpret the words and phrases they hear. For example, one Midwestern executive sent the following message to his manager, who was born and raised in Peru: “Send me factory and office headcount broken down by sex.” The Peruvian manager replied, “249 in factory, 30 in office, 3 on sick leave, none broken down by sex—our problem is with alcohol.”¹⁴

Emotions

Emotions can be a powerful communication filter. Strong emotions can either prevent people from hearing what a speaker has to say or make them too

susceptible to the speaker's point of view. If they become angry or allow themselves to be carried away by the speaker's eloquence, they may "think" with their emotions and make decisions or take action they regret later. They have shifted their attention from the content of the message to their feelings about it.

You may have had the experience of your spouse or parent angrily demanding to know why you forgot to run an errand. If you allow someone else's anger to trigger your own, the conversation quickly deteriorates into an argument. The real issue—what happened and what is to be done about it—is lost in the shouting match. Detaching yourself from another's feelings and responding to the content of the message is often difficult. Yet many jobs require that employees remain calm and courteous regardless of a customer's emotional state. Emotional control is discussed in Chapter 9.

Attitudes

Attitudes are beliefs backed up by emotions. They can be a barrier to communication in much the same way emotions can—by altering the way people hear a message. The listener may not like the speaker's voice, accent, gestures, mannerisms, dress, or delivery. Perhaps the listener has preconceived ideas about the speaker's topic. For instance, a person who is strongly opposed to abortion will most likely find it difficult to listen with objectivity to a pro-choice speaker. Negative attitudes create resistance to the message and can lead to a breakdown in communication. Overly positive attitudes can also be a barrier to communication because the listener may hear only what he or she wants to hear. Biased in favor of the message, the listener may fail to evaluate it effectively. More is said about forming attitudes in Chapter 6.

Role Expectations

Role expectations influence how people expect themselves, and others, to act on the basis of the roles they play, such as boss, customer, or subordinate. These expectations can distort communication in two ways. First, if people identify others too closely with their roles, they may discount what the other person has to say: "It's just the boss again, saying the same old thing." A variation of this distortion occurs when we do not allow others to change their roles and take on new ones. This often happens to employees who are promoted from within the ranks of an organization to management positions. Others may still see the new manager as a secretary instead of a supervisor, as "old Chuck" from accounting rather than as the new department head. Coworkers may not take promoted employees seriously in their new roles or listen to what they have to say.

Second, role expectations can affect good communication when people use their roles to alter the way they relate to others. This is often referred to as

“position power.” For example, managers may expect employees to accept what they say simply because of the authority invested in the position. Employees are not allowed to question the manager’s decisions or make suggestions of their own, and communication becomes one-way information giving.

Gender Bias

Men and women tend to color the messages they receive from people of the opposite gender strictly because of the other person’s gender. This tendency is a form of **gender bias**.

Men no longer dominate the workplace because women are entering the workplace in greater numbers than ever before and are making major strides in achieving management positions within organizations. One consequence of these changing demographics has been a realization that men and women tend to speak in distinctly different “genderlects,” just as people from various cultures speak different dialects.¹⁵ Men are more likely to talk about money, sports, and business; women prefer talking about people, feelings, and relationships. Even when discussing the same topic, men and women may be on different wavelengths because their gender-specific focus is different. For example, if a man and woman are discussing a pending layoff in their organization, the man might approach it from a cost-cutting point of view, and the woman may focus on the feelings of the people involved. Neither view is wrong, but the resulting conversation can frustrate both parties. In her book *Genderflex: Men and Women Speaking Each Other’s Language at Work*, Judith Tingle states:

Men and women assume that the other gender is trying to accomplish the same goal as their own gender, but assume the other gender is going about it the wrong way. . . . Both men and women often become critical and angry at the other gender for not using the “correct” means to the desired end.¹⁶

This anger and frustration can create a major filter that interferes with effective communication between the genders. Chapter 16, “The Changing Roles of Men and Women,” discusses specific techniques we can use to communicate more effectively with those whose gender differs from our own.

Nonverbal Messages

When we attempt to communicate with another person, we use both verbal and nonverbal communication. **Nonverbal messages** are “messages without words” or “silent messages.” These are the messages (other than spoken or written words) we communicate through facial expressions, voice tone, gestures, appearance, posture, and other nonverbal means. Research indicates that our nonverbal messages have much more impact than verbal messages. Albert Mehrabian, author of *Silent Messages*, indicates that only 7 percent of the

Often our body language can help clarify the messages we are trying to send to others.
(Spencer Grant/Stock, Boston, Inc.)



meaning attached to our messages is conveyed through our choice of words and 55 percent is conveyed by what is seen—facial expressions, posture, eye contact, and gestures. About 38 percent of the message meaning is conveyed by what others hear—tone of voice, vocal clarity, and verbal expressiveness.¹⁷ This chapter limits its discussion to the form of nonverbal communication commonly referred to as “body language.”

Many of us could communicate more clearly, more accurately, and more credibly if we became more conscious of our body language. We can learn to strengthen our communications by making sure our words and our body language are consistent. When our verbal and nonverbal messages match, we give the impression that we can be trusted and that what we are saying reflects what we truly believe. But when our body language contradicts our words, we are often unknowingly changing the message we are sending. If a manager says to an employee, “I am very interested in your problem,” but then begins to look at his watch and fidget with objects on his desk, the employee will most likely believe the nonverbal rather than the verbal message.

Individuals can improve their communications by monitoring the nonverbal messages they send through the use of eye contact, facial expressions, gestures, and personal space.

Eye Contact Eyes transmit more information than any other part of the body. Because eye contact is so revealing, people generally observe some unwritten rules about looking at others. People who hold direct eye contact for only a few seconds, or avoid eye contact altogether, risk communicating indifference. However, a direct, prolonged stare between strangers is usually considered im-

polite, even potentially aggressive or hostile. Generally speaking, when you are introduced to someone, maintain eye contact for 10 to 14 seconds.

Workers involved in customer service find that a certain amount of eye contact is necessary to build trust with a prospective customer. Research indicates that tips increase when food service personnel squat down beside the table. Apparently this informal posture promotes eye contact by placing the server on the same level as the customer. When customers perceive the server as friendly and attentive, they tend to give more generous tips.¹⁸

It is not always fair to base judgments about other people on their ability to make eye contact, however. One interviewer complained that a young man with excellent qualifications would not look him in the eye during the interview. A colleague discovered that the young man was Puerto Rican and explained that Puerto Rican youth are taught to look down as a mark of respect when speaking with adults.

As a general rule, when you are communicating in a business setting, your eyes should meet the other person's about 60 to 70 percent of the time. This timing is an effective alternative to continuous eye contact.

Facial Expressions If you want to identify the inner feelings of another person, watch facial expressions closely. A frown or a smile will communicate a great deal. We have all encountered a “look of surprise” or a “look that could kill.” Most of our observations are very accurate. If we are able to assess the inner emotions of the other person, we can be sure that person is doing the same to us, drawing conclusions based on our facial expressions.

Gestures Did you know that you send a nonverbal message every time you place your hand over your mouth, clench your hands together, cross your legs, or grip your arms? These gestures send messages to people about how you are relating to them and to the situation in which you find yourself.

The next time you are in a business meeting, watch the gestures of your colleagues. Some people will walk into the room with their shoulders slumped forward and head down. They will slouch into their chair, lean their chin on the palm of their hand, play with a pencil or paperclip on the table, or clutch their arms across their chest. Others will walk into the room with chin held high and shoulders back, sit straight in their chairs and lean slightly forward, and take notes with both arms “open” to whoever is speaking during the meeting. Experts agree that the words you say during a meeting with others, no matter how powerful, are often forgotten or disregarded unless your gestures command respect.¹⁹

In light of our expanding global marketplace, be aware that some gestures that may be common in the American culture may have dramatically different meanings to people from outside the United States (see Figure 2.3). Although nodding your head up and down means “yes” in most countries, it means “no” in Greece and Bulgaria.²⁰ To use your fingers to call someone forward in a crowd is insulting to most Middle and Far Easterners.²¹ And that common American gesture of folding your arms in front of you shows disrespect in Fiji.²²

Personal Space Research conducted by Edward Hall provides evidence that people use the space around them to define relationships. It is possible to make others uncomfortable by standing too close to, or too far away from, them. A customer may feel uncomfortable if a salesperson stands too close. A job applicant may feel uncomfortable if the interviewer maintains a distance of several feet. Hall identified four “zones” of comfortable distances that help us understand this nonverbal effect on others.²³

1. *Intimate distance* includes touching to approximately 18 inches from another person. Most people will respond with defensiveness when strangers intrude into this territory.
2. *Personal distance* ranges from 18 inches to 4 feet. This distance is usually reserved for people we feel close to such as spouses or close friends.
3. *Social distance* is 4 to 12 feet and is used for business meetings and impersonal social gatherings. Business can be conducted with a minimum of emotional involvement.
4. *Public distance*, which usually involves one-way communication from a speaker to an audience, is 12 to 15 feet.

It is important to keep in mind that these distances vary from one culture to another. For example, Asians are accustomed to close contact, but Americans want more space around them.

Thinking / Learning Starters

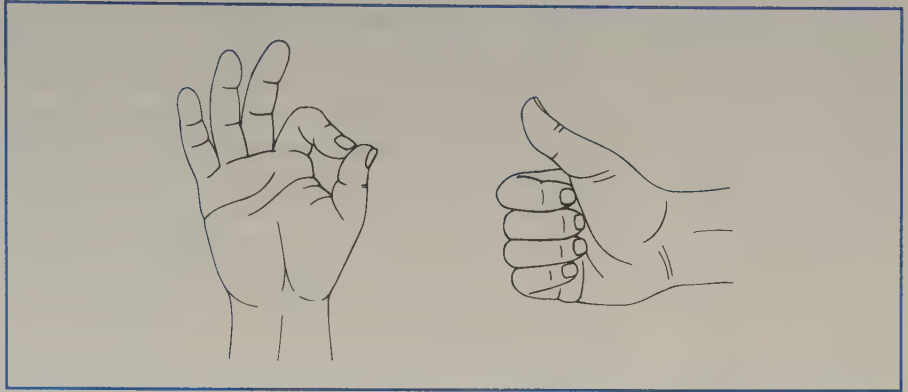
1. Are you aware of the messages you send through body language? Recall your nonverbal behavior in various situations, including a difficult meeting with a supervisor or a dinner party with friends. Was your behavior consistent with your words? Explain.
2. Acute sensitivity to nonverbal messages is an important skill for people to develop. In general, do you feel that nonverbal messages are more trustworthy than verbal ones? Describe specific nonverbal messages that you have learned to trust in your friends or coworkers.

Who Is Responsible for Effective Communication?

The sender and the receiver share equal responsibility for effective communication. The communication loop, as shown in Figure 2.2, is complete when the receiver understands, feels, or behaves according to the message of the sender. If this does not occur, the communication process has broken down.

FIGURE 2.3

The hand-ring finger gesture (hand displayed with the thumb and forefinger tips joined) is a sign of approval in North America. In Belgium, France, and Tunisia this gesture symbolizes the precise opposite—a “big zero.” The thumb-up gesture means “OK” or “something good” in almost every part of the world. In Australia, however, it is considered an obscene gesture.



Sources: Hand-ring gesture taken from Desmond Morris, *Bodytalk: The Meaning of Human Gestures* (New York: Crown Trade Paperbacks, 1994), pp. 118–119 and pp. 129–130. Thumb-up gesture: Desmond Morris, *Bodytalk: The Meaning of Human Gestures*, and Rochelle Sharpe, “Work Week,” *Wall Street Journal*, October 31, 1995, p. A-1.

Individuals can improve their human relations by basing all their communications on a simple premise: The message received *is* the message. If the message the receiver hears differs from the one the sender intended, the communication loop has not been completed. The message the receiver hears is, in effect, the only message that exists. If a serious discrepancy exists between what the sender intended to say and what the receiver heard, disagreements or even fights can occur. When emotions calm down, it does not help for the sender to say, “But that’s not what I meant. You misunderstood!” By then, human relations between the sender and receiver have already been damaged.

When the sender accepts 100 percent of the responsibility for sending a clear, concise message, the communication process begins. But the receiver must also accept 100 percent of the responsibility for receiving the message as the sender intended. Receivers must provide senders with enough feedback to ensure that an accurate message has passed through all the filters that might alter it.

HOW TO IMPROVE PERSONAL COMMUNICATION

Now that you have been introduced to the communication process and the various filters messages must pass through, you can begin to take the necessary steps to improve your own personal communication skills.

Send Clear Messages

Become a responsible sender by always sending clear, concise messages with as little influence from filters as possible. As you formulate your messages, keep in

mind how filters distort all messages from both the sender's and the receiver's vantage points. A general rule of thumb is to give clear instructions and ask clear questions so you won't be misunderstood. A new employee stood before the paper shredder in her new office. An administrative assistant noticed her confused look and asked if she needed some help. "Yes, thank you. How does this thing work?" "It's simple," said the assistant and took the thick report from the new employee and fed it through the shredder. "I see," she said, "but how many copies will it make?" This kind of miscommunication could easily have been avoided if both parties had followed a few simple rules.²⁴

Use Words Carefully As noted previously, abstract words, whether spoken or written, often become barriers to effective communication. Use words that are simple, clear, and concise. Avoid buzzwords or complex, official language. Tailoring the message to the receiver by using words the listener understands will help ensure that your message is understood.

Some companies are now sponsoring business writing courses for their employees. They focus on keeping messages short and simple. The opening and closing paragraphs should be limited to approximately three sentences. Condense the remaining information into three to four bulleted items. The skill of creating memos and letters that convey information clearly and concisely requires practice.²⁵

Use Repetition When possible, use parallel channels of communication. For example, by sending a memo and making a phone call, you not only gain the receiver's attention through dialogue but also make sure there is a written record in case specific details need to be recalled. Many studies show that repetition, or redundancy, is an important element in ensuring communication accuracy.

Use Appropriate Timing Keep in mind that most employees, particularly at the managerial level, are flooded with messages every day. An important memo or letter may get no attention simply because it is competing with more pressing problems facing the receiver. Some organizations solve the problem by establishing standard times for particular messages to be sent and received. Important financial information, for example, may be sent on the second Thursday of every month. Timing the delivery of your message will help ensure that it is accepted and acted on.

Develop Listening Skills

In addition to sending clearer messages, we need to practice listening. Most of us are born with the ability to hear, but we have to learn how to listen. Tom Peters, in his book *Thriving on Chaos: Handbook for a Management Revolution*, entitles an entire chapter "Become Obsessed with Listening." Psychologist Carl Rogers has said, "Listening is such an incredible and magical thing." Peters, Rogers, and others agree: We need to accept listening as a skill that can be learned.

Many of the misunderstandings in life are due to poor listening. Most people never learn to listen. This helps explain why people listen at a 25 percent efficiency rate in typical situations. They miss about 75 percent of the messages spoken by other people.²⁶ All too frequently, most of us hear the message but do not take the time to really listen and blend the messages we hear with critical thinking and human understanding.

Active Listening Active listening means concentrating on what you are hearing, listening with your whole body, and feeding back to the speaker what you think the speaker meant.²⁷ By actively listening, you demonstrate sincere interest in what the other person is saying. This sets into motion a supportive chain in which the speaker feels more accepted and can be more open. When you truly want to create effective communications and enhance your relationships, there are several steps you can follow:

1. *Develop a listening attitude.* Regard the person as worthy of respect and attention. Empathize, or “feel with,” the speaker, and really try to understand the other person’s experience. Drop your expectations of what you are going to hear or what you would like to hear. Don’t rush the speaker. Be patient, and refrain from formulating your response until the speaker has finished talking.
2. *Focus your full attention.* This is not easy because the delivery of the messages we hear is often much slower than our capacity to listen. So we have plenty of time to let our minds roam, to think ahead, and to plan what we are going to say next. Our senses are constantly feeding us new information while someone is trying to tell us something. Staying focused is often difficult and involves maintaining eye contact with the speaker and not letting distractions interfere.
3. *Take notes.* One way to focus your attention on what the speaker is saying and away from distractions is by taking notes. Although note taking is not absolutely essential in every verbal exchange, it will greatly improve communications in many situations. If your supervisor is giving you detailed instructions, taking notes will ensure greater accuracy and will build the supervisor’s confidence in your ability to remember important details.

Total Person Insight

“Listening, really listening, is tough and grinding work, often humbling, sometimes distasteful. It’s a fairly sure bet that you won’t like the lion’s share of what you hear.”

GERRY MITCHELL

Chairman, Dana Corporation

4. *Ask questions.* This step ensures your own understanding of the speaker's thoughts and feelings and helps you secure additional relevant information. If you want the speaker to expand broadly on a particular point, ask open-ended questions, such as "How do you feel about that?" or "Can you tell us some ways to improve?"²⁸

Critical Listening The listening skills you use when you are trying to learn something new (giving your full attention, asking questions, repeating your understanding of the new idea) and those you use when you are in an argument with another person *should* be similar. However, emotions tend to distort your listening skills during an argument. **Critical listening** is the active, purposeful, organized cognitive process we use to carefully examine the thinking of others, in order to clarify and improve our understanding.²⁹

When emotions are involved, it is important to critically examine what the speaker is saying. Ask yourself: Does the speaker's reasoning make sense? What evidence is being offered as part of each reason? Do I know each reason to be true from my own experience? Is each reason based on a source that can be trusted?³⁰ Attempt to see the topic of discussion from *the speaker's* point of view, and consider how the speaker's perception of the situation might be different from your own.

Critical listening is vitally important during interpersonal communication, but it is just as important during impersonal communication. When there is no opportunity for feedback, you must be careful to analyze the source of the information and determine its validity and credibility. Realize, for example, that viewing "tabloid" television news and network television news requires all of your critical listening skills.

Empathic Listening Many workers today face serious personal problems and feel the need to talk about them with someone. They do not expect specific advice or guidance; they just want to spend some time with an empathic listener. Stephen Covey, the noted author and consultant, described **empathic listening** as listening with the intent to understand. This approach gives you an understanding of the other person's frame of reference and lets you understand how the person feels. Empathic listening, according to Covey, requires listening with your ears, your eyes, and your heart.³¹ If you want to practice empathic listening, adopt the following practices:

1. *Avoid being judgmental.* Objectivity is the heart and soul of empathic listening. The person is communicating for emotional release and does not seek a specific response.
2. *Accept what is said.* You do not have to agree with what is being said, but you should let the person know you are able to understand his or her viewpoint.
3. *Be patient.* If you are unable or unwilling to take the time to hear what the person has to say, say so immediately. Signs of impatience send a negative message to the person needing to talk.³²

As a coworker or supervisor, you will likely have many opportunities to engage in empathic listening. Effective empathic listening is one of the highest forms of interpersonal communications.

Thinking / Learning Starters

1. Think of some people you know who are active listeners. How can you tell? Describe an instance when their active listening improved their relations with you or another person.
2. Have you recently been approached by someone who wanted to talk to an empathic listener? Were you able to respond in the manner recommended?

COMMUNICATION CHANNELS IN ORGANIZATIONS

The healthy functioning of any organization, large or small, depends on teamwork. Good communication helps build teamwork by permitting a two-way exchange of information and by unifying group behavior. Poor communication can create an atmosphere of mistrust. Therefore, it is important that workers know the appropriate channels through which communication flows.

Organizations establish formal channels or structures through which communication travels. In most organizations, however, an informal channel, commonly referred to as the grapevine, offers a major communications link. For an organization to function smoothly, everyone needs to know how to use both formal and informal channels of communication.

Formal Channels

Communication in an organization generally moves along **formal channels**: Vertical channels carry messages between the top executive levels and the lowest level in the organization. Horizontal channels carry messages between departments, divisions, managers, or employees on the same organizational level.

Vertical Channels Communications moving through vertical channels from top management reach a great many people and carry considerable force. In general, if the level of trust between management and employees is fairly high, these messages will usually pass down through the organization effectively. Messages will be understood, believed, accepted, and acted on. If the level of

trust is low, however, workers will tend to put more faith in rumors, even if such information conflicts with the formal message.

Communication traveling through vertical channels may be delivered face to face, by phone, or in written form. Many managers find that making brief phone calls to their staffs is much less expensive and more effective than sending memos or E-mail messages; phone calls also allow for immediate feedback. However, sensitive matters are best handled face to face. If someone is denied a promotion, has a personal problem that is affecting his or her work, or needs to be disciplined in some way, the manager can explain the situation in person rather than rely on a memo or letter. Written communications in such cases can be easily misunderstood. Talking things over not only allows for feedback but can also give the manager an opportunity to stress a worker's strengths once the negative information has been conveyed.

Communicating down vertical channels is fairly routine. Communicating back up can be more difficult. Top managers sometimes perceive themselves as the sender and their subordinates as the receivers of messages. Upward communication, however, is valuable in any organization because it gives employees the opportunity to contribute valuable ideas that may lead to substantial savings for the organization. When employees can participate in decisions that directly affect their work, they feel as if they are a part of the organizational community, not just individuals collecting a paycheck.

Horizontal Channels People on the same level of authority communicate across horizontal channels. This communication may take place during structured meetings or informal conversations. Information dealing with a subject of interest to district managers is sent only to the personnel across that level in an organization. Managers may talk in an informal setting such as lunch and decide among themselves how directives that have come through the vertical channels are to be carried out. Even though the setting may be informal, the fact that only managers are present confirms that the communication is still proceeding through formal horizontal channels.

In some situations, horizontal channels may intersect with vertical authority lines. Project teams, for example, often bring together people from different departments and with different levels of authority. When Chrysler Corp. decided to build the Viper (a high-performance car developed to compete with General Motors Corp.'s Corvette), a project team was formed. The Viper project team included people from engineering, design, and manufacturing. With effective communication among team members, the project moved from the drawing board to production in a record thirty-six months, rather than the standard five years.³³

Informal Channels

Top executives are often amazed at how quickly information passes along informal channels. A message, often referred to as gossip, may travel randomly

throughout the formal channels of an organization from a vice president's administrative assistant to someone in the mailroom or from a janitor to a department supervisor.

Perhaps the best-known informal communications channel for gossip (the message) is the organization's **grapevine**. Grapevines exist in all organizations. This informal channel of communication can be positive or negative. The grapevine satisfies employees' social needs and provides a way to clarify orders that come through formal channels, particularly if upward communication is blocked or ineffective. Many officials have come to respect the grapevine's ability to convey even semisecret information quickly.

At times, however, messages that move through the grapevine may be distorted, abbreviated, exaggerated, or completely inaccurate. Many managers have found through personal experience how difficult it is to correct information that has been garbled by the grapevine. As the British politician James Gallagher once said, "A lie can be half-way around the world before the truth has its boots on."³⁴ When Chemical Bank initiated cuts in its work force and reorganized several divisions, rumors raced through the employee ranks, sapping productivity. Bruce Hasenyager, senior vice president at Chemical Bank, found a unique way to squelch gossip in the bank's Corporate Systems Division. He let employees post anonymous questions on an electronic bulletin board that was accessible to everyone connected to the office computer network. He then responded to the questions on-line. Hasenyager said, "It became a powerful tool for building trust."³⁵ One of the best ways for management to cope with an active grapevine is to be candid about information whenever possible. An organization with a reputation for honesty will find it easier to squelch the spread of inaccurate information than will an organization without such a reputation.

HOW TO IMPROVE ORGANIZATIONAL COMMUNICATION

SUPERVISOR: "We've really got to get closer to our employees, communicate with them better."

TRAINER: "Yes, we have a big problem there."

SUPERVISOR: "They don't understand the new changes, even though they have all the details."

TRAINER: "We just need to spend time with them."

SUPERVISOR: "Yes, you're right. We've got to educate them."

In this dialogue, notice the quick deterioration from "get closer" and "communicate" to "they don't understand" and "educate them." Note how quickly the concept of two-way communication was transformed into one-way instruction. This "talking down" style of communication is common in many

organizations. Individuals can learn how to effectively communicate with each other, but until the organization itself develops an effective “listening environment,” the benefits it reaps from that communication will be limited. Some of the possible benefits can be as tangible as increased productivity and higher profits.

Create a Climate That Encourages Upward Communication

One of the most effective ways to improve organizational communication is for leaders to create a nonthreatening environment where employees can communicate upward through the organization without endangering their career. In a typical organizational hierarchy, employees with limited power are naturally very cautious about discussing mistakes, complaints, and failings with a more powerful person. Management must demonstrate the desire to listen and the patience to persevere until ideas, suggestions, and complaints begin to flow upward. Employees at all levels must also be given a structured opportunity to participate in the communication process. Here are a few examples of leaders who have taken steps to improve upward communications:

Item: Rick Shaw, vice president of communications for Applied Industrial Technologies, Inc., believes in drawing knowledge from employees. To obtain information from workers at hundreds of operating locations, he created an on-line network for employees to share their best practices and ideas for improving operations. Contributors are rewarded with shares of stock.³⁶

Item: When Pillsbury asked employees to identify problems, the silence was deafening. After all, during times of terrifying job loss, who wants to criticize their supervisor or manager? To overcome this problem, employees were given the option of calling a third party anonymously. Every word of each call is transcribed, and the transcript is sent to Pillsbury CEO Paul Walsh. This system exposes inefficiencies, douses brushfires, and builds employees’ interest in the company because they know all transcripts get read and action is taken when problems exist.³⁷

Item: Phyllis Apelbaum, founder of Arrow Messenger Service in Chicago, regularly rides with her couriers so she can hear “the kind of things you just don’t hear in the office.”³⁸

These organizations actively pursue ways to remove barriers that prevent open communication. They recognize that improving communications will inevitably help build trust among all employees, regardless of their position in the organization. Given that there are natural obstacles to trust, such as internal politics, cultural differences, pride, and perceived lack of fairness, leaders must work hard to keep employees informed.

HIGH-TECH COMMUNICATION

The idea that we need to communicate more so that individuals and their organizations can be more successful is widely accepted. But technological advancements have so dramatically advanced the communications process beyond the traditional memo/letter/telephone that people are often overwhelmed with too much information. Top executives, in particular, are bombarded daily with useless data that they must wade through to find the information they are seeking. High-tech communications alternatives need to be carefully examined to determine their ability to provide useful information, not just masses of data.³⁹

Modems, electronic mail, voice mail, faxes, cellular phones, laptop computers, hand-held pen-based electronic notepads, CD-ROM information storage, and the Internet are making it possible for people scattered all over the world to communicate without ever being in the same room. Many organizations now operate from **virtual offices**, which are companies that function like traditional businesses but are actually a network of workers connected with the latest technology.⁴⁰ Often a laptop computer, complete with an internal fax/modem, combines with a cellular phone to function effectively as “an office in a briefcase.” **Telecommuting**, an arrangement that allows employees to work from their homes, enables people scattered all over the country to work as one office.

The telecommuting trend is increasing dramatically. The greatest boost to this trend has been the expansion of electronic mail, often referred to as E-mail. **E-mail** is a message you send or receive through a computer and its modem (the computer’s connection to a telephone line). During recent years, most companies have added E-mail capabilities to their computer networks. In such companies, a salesperson calling on a customer can receive up-to-date information on the status of the customer’s order by means of a quick E-mail message to the shipping department. An executive could convene an emergency meeting of all department managers by transmitting an E-mail message directly to their computer monitors. With the inception of the Internet, the service that links computers and databases of libraries, universities, and government agencies throughout the world, E-mail can now travel on a massive global communications “superhighway.”

The advantages of using E-mail, both within an organization and globally, are obvious. Time efficiency is unsurpassed, for people can send detailed messages at any time, across all time zones, and the receivers can retrieve their messages as their schedule allows. The cost of an E-mail transmission is usually less than postage and dramatically less than a trans-Atlantic or trans-Pacific phone call. The potential for efficient customer service is enhanced because orders can be placed and changed, and shipping tracked, within seconds.

As E-mail use expands, subtle advantages are beginning to surface. E-mail is now referred to as the “great equalizer.” Because the sender’s gender and skin

color are not immediately obvious, prejudiced attitudes are less likely to alter the message. Before E-mail, lower-level workers had little access to the president or CEO of their organizations. Now they can contact these individuals electronically without anyone in between misinterpreting, sabotaging, or blocking the message. In addition, electronic messages are a wonderful alternative for those individuals who are painfully shy and find it difficult to express themselves when communicating with others face to face.

Despite all these advantages, E-mail has some disadvantages you should be aware of if you are going to be using it. Because E-mail is used to speed up the communications process, many people compose and send hastily written messages, which can be confusing. If you have to send a second message to clarify your first message, E-mail does not save you any time.

Some people believe electronic mail is reviving the lost art of letter writing. If it has been a while since you had to write a letter to anyone, consider these guidelines before you create an E-mail message:

- Think before you write. Take time to compose your thoughts. Don't just "dash out an E-mail."
- Carefully edit your message on the screen before sending it. A typographical error, plural subject and singular verb, or "there" used instead of "their" in a sentence will reflect poorly on your professionalism and intelligence.
- Summarize your main points, indicate the action or response you are seeking, and be sure you provide all the details the receiver needs to take action.
- Be very careful about the tone of your messages. Remove any potentially offending words and phrasing from your documents. Since correspondents cannot see each other's body language, some mistakenly feel they must use stronger language to get their message across.⁴¹
- Since E-mail is transmitted instantaneously, be sure you have entered the correct E-mail address! There is no way to retrieve the message once you "send."

Another potential hazard in the use of E-mail is lack of privacy. As communication technology advances, individuals and organizations are devising safeguards that will maintain every individual's right to privacy.

COMMUNICATION IN A GLOBAL ECONOMY

Worldwide telecommunications and international business competition are creating additional communication problems and challenges for modern organizations. U.S. corporations employ more than 60 million overseas workers. More than 100,000 U.S. firms are engaged in global ventures valued at more than \$1 trillion.⁴² For example, since 1986 American Telephone & Telegraph Co. (AT&T) has grown from 50 people in 10 foreign countries to 52,000 overseas employees in 105 countries.⁴³ New York-based Colgate-Palmolive

Most progressive organizations understand the critical importance of cross-cultural communication in today's global economy. Marriott makes an effective marketing statement with this ad for their hotels located in twenty-seven countries. (Courtesy of the Marriott Corp.)



Rooms 624-636
Want to find out if their two corporate cultures could merge.

What are you out to do? Clinch an international merger? Ink a juicy contract? Marriott has what you need to get any job done. BUSINESS SERVICES like faxing. ROOMS THAT WORK with desktop dataports. Even big, beautiful POOLS to regroup in. Call your travel agent, 800-228-9210, or visit www.marriott.com.

When you're comfortable you can do anything®

Marriott
HOTELS RESORTS SUITES

Co. currently operates in more than 170 countries and receives about 70 percent of its \$7 billion revenues from overseas markets.⁴⁴ When we hear the word *transnational* (conducting business with several foreign countries at one time), we may think only of giant corporations like AT&T and Colgate-Palmolive. However, there has been a major increase in middle-size and even small businesses operating transnationally rather than restricting their activities to one or two countries.⁴⁵

As more and more companies send their employees abroad on temporary or permanent assignments, effective communication becomes more critical. Recent studies indicate that more than 25 percent of U.S. corporate overseas assignments fail, at a cost of more than \$2 billion a year.⁴⁶ Inadequate communication seems to be at the root of many of these failed assignments. For example, learning the language of the new country may be an obvious training need, but more organizations are beginning to realize they must prepare their expatriates—their foreign-based employees—in the language and culture of their host countries.⁴⁷ Each country has its own unique view of various aspects of doing

business, such as how to spend time, share information, or handle relationships. American employees will function better if they know what to expect. Women should be prepared to cope with far more male chauvinism than they would encounter in the United States. Men and women alike must learn that aggressiveness may be counterproductive in some countries, and that physical contact beyond a handshake is strictly forbidden in many countries. Consider these subtle communication traps for the unwary:

Arab countries: Don't use your left hand to hold, offer, or receive materials because Arabs use their left hand to touch toilet paper. If you must use your left hand to write, apologize for doing so.

China: Don't refuse tea during a business discussion. Always drink it, even if you're offered a dozen cups a day. Never begin to eat or drink before your host does in China. Also, printed materials presented to Chinese business leaders should be in black and white, since colors have great significance for the Chinese.

France: Don't schedule a breakfast meeting. The French tend not to meet until after 10 A.M.

Germany: Don't address a business associate by his or her first name, even if you've known each other for years. Always wait for an invitation to do so. Also, breakfast meetings are unheard of here too.

Latin America: People here don't take the clock too seriously. Scheduling more than two appointments in one day can prove disastrous.

Japan: Don't bring up business on the golf course—always wait for your host to take the initiative. Don't cross your legs in Japan. Showing the bottom of the foot is insulting.

Mexico: Don't send a bouquet of red or yellow flowers as a gift. Mexicans associate those colors with evil spirits and death. Instead, send a box of premium chocolates.⁴⁸

While many companies are sending employees abroad, others are employing more foreign-born workers than ever before. This trend means that supervisors and managers must have the communication skills to manage a multilingual, multicultural work force here at home. Many of these workers speak English only as a second language and may not be fully fluent in either speaking or receiving English messages.

Summary

Impersonal, one-way communication methods can be effectively used to share basic facts, policies, instructions, and other such information that requires no feedback from the receiver. Interpersonal communication involves a two-way exchange in which the receiver understands the message in the same way the sender intended it.

Communication is often filtered through semantics, emotions, attitudes, role expectations, gender bias, and nonverbal messages. Body language conveys information about a person's thoughts and feelings through eye contact, facial expressions, gestures, and use of personal space.

Individuals can make their messages clearer by choosing words carefully, using repetition, and timing the message so that the receiver can focus on what is being said. They can also learn active, critical, and empathic listening skills.

Communication in organizations unifies group behavior and helps build teamwork. Formal communication channels follow the structure of the organization and can be vertical or horizontal. Informal channels, such as the grapevine, often transmit information more rapidly than formal channels but can also have an extremely negative effect on the organization if the rumors are untrue. Organizations can improve their internal communications by creating a climate that encourages upward communication.

The communications superhighway that connects computers throughout the world has brought with it tremendous opportunities. This technology has also created a major concern about each individual's right to privacy.

The dramatic expansion of the global marketplace means that companies must train their employees to be able to communicate in spite of language and cultural differences.

Career Corner

Q. In our company, all of our individual computer terminals are networked through a mainframe computer. We can access documents and files from any terminal at any time. The human resources department has given us direct access to our individual personnel files and asked us to update our personal data, recording such changes as a new address or an increase or decrease in declared dependents.

Recently, I have received harassing phone calls on my unlisted home telephone. Although I cannot prove it, I believe someone at work has accessed my personnel file and discovered my private phone number. My company has no written policy regarding accessing information electronically. All information, including E-mail messages, can be read by anyone connected to the mainframe. What should I do?

A. Most computer programs that allow information input from multiple sources within a company also have a strong password management device to prevent anyone from accessing sensitive information. Request, in writing, that your organization initiate a password protection system. Different levels of information could be made available to various levels of personnel based on their "need to know" the information.

Currently, employers have the right to monitor employees at work. This includes recording phone conversations, video monitoring, and inspecting employees' personal property on company premises, which can include E-mail. However, because of the increase in the number of lawsuits based on intrusion of privacy and the increase in the use of electronic mail, your organization should establish clear and concise policies as to who can access what information. The policies should include guidelines on such issues as access, business versus personal messages, and offensive messages such as pornography or sexual harassment. If these policies are not firmly established, individual workers tend to lack trust in their coworkers. This atmosphere will eventually interfere with effective human relations throughout the organization.

Key Terms

impersonal communication	active listening
interpersonal communication	critical listening
feedback	empathic listening
semantics	formal channels
emotions	grapevine
gender bias	virtual office
nonverbal messages	telecommuting
	E-mail

Review Questions

1. Describe the difference between impersonal and interpersonal communication. Explain the communication process in your own words.
2. Why is feedback essential to good communication?
3. What are the responsibilities of both sender and receiver in the communication process?
4. What are communication filters? How can they be stumbling blocks to effective communication?
5. What techniques can be used to send clear messages? How can you know if you have been successful?
6. What happens when a sender's nonverbal cues do not agree with the verbal message being sent?
7. Why do organizations have formal communication channels? When are they most effective?
8. Describe the strengths and weaknesses of informal communication channels in an organization.
9. List the advantages and disadvantages of using E-mail.
10. What types of communication problems exist in an organization that actively participates in the global economy? What steps should organizations take to help eliminate these problems?

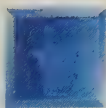
Application Exercises

1. Susan Campbell, author and consultant in the area of interpersonal communication, says the starting point for effective communication is to make sure your intentions are clear. What do you want to accomplish with the next phone call, letter, E-mail message, or visit with a coworker? Sometimes we seek control over the receiver of our message. In some cases, our intention is spiteful or to avoid being blamed for something. If you are honest with yourself about the intention of your communication, you can improve the planning and delivery of your messages. If you are honest with yourself, you are more likely to get what you want. Reflect on your most recent written or spoken communications with another person. What were your intentions? Did you get what you wanted?
2. We can all improve our listening efficiency. First, we need to be aware of our listening habits. By completing this form, you can become more aware of poor listening habits that might reduce your listening efficiency. The results will give you an idea of some listening habits you might want to change.

A—Almost never *B*—Occasionally *C*—Frequently *D*—Most of the time

- _____ 1. Do you fail to pay attention? Some listeners allow themselves to be distracted or to think of something else.
- _____ 2. Do you give the appearance of listening when you are not? Some people who are thinking about something else deliberately try to look as though they are listening.
- _____ 3. Do you tune out the person who says something you don't agree with or don't want to hear? Some people are concentrating on what they are going to say next rather than truly listening to the other person's point of view.
- _____ 4. Do you listen only for facts? Some people listen only to facts or details and miss the real meaning of what is being said.
- _____ 5. Do you rehearse what you are going to say? Some people listen until they want to say something, at which point they stop listening and begin planning their response.
- _____ 6. Do you interrupt the speaker? Some people do not wait until the speaker has completely expressed his or her views.
- _____ 7. Do you fail to take notes at a meeting? Some people do not bother to take notes when necessary; consequently, they often forget important details.

Internet Exercise



As noted in this chapter, we spend more time listening than we spend speaking, reading, or writing. However, most of us are not good listeners. To learn more about listening and how to improve your listening skills, visit the Internet and determine what types of resources (such as books, articles, and training programs) are available. Using

your search engine, type in “active listening” and “empathic listening,” and then examine the information available on these topics. Will this information be useful as you attempt to improve your listening skills? Explain.

Case 2.1

General Electric’s Chilling Tale

To compete effectively in the global marketplace, General Electric Co. (GE) built a \$120 million futuristic factory in Columbia, Tennessee, to make refrigerators with a newly designed compressor—the rotary—using a technology that GE had invented but used only in air conditioners. Unfortunately, the rotary compressor ran too hot and soon failed in many of the GE refrigerators sold throughout the nation. The organization had to replace compressors in more than 1.1 million of these refrigerators at an estimated cost of \$450 million. The replacement compressors were purchased from Italian producers.

The problems were traced back to poor corporate communication. Several of the technicians who did the actual preproduction testing had suspected that the compressor might be defective and had told their superiors. But senior executives six levels above heard only good news. Roger Schipke, the project division’s former chief, admits, “It was your worst nightmare come true.” Richard Burke, the appliance division’s current chief of technology and manufacturing, says in retrospect, “I’d have gone and found the lowest damn level people we had . . . and just sat down in their little cubbyholes and asked them ‘How are things today?’”

Key Events

- Peter Davey, retired chief design engineer for refrigerators, warned GE that rotaries ran too hot to be useful in refrigerators.
- Rotary compressors were removed from the larger air conditioners because they could not hold up in hot climates.
- The design team had no compressor-design experience and rejected help from Milton Kosfeld, the GE design engineer for the rotary air conditioners.
- Field tests were rushed, and 15 percent showed warning signs of excessive heat. Supervisors discounted the findings and did not pass them upward.

Questions

1. Many people might believe GE’s huge loss was the result of technology. Why do you think Burke blames poor communication? Explain your reasoning.

2. GE has unveiled plans to build a 30 cubic foot, side by side refrigerator that is being hailed as “the world’s largest free standing refrigerator.” They gained the extra interior space by redesigning the gasket system and making the walls thinner. Not all retailers are convinced the larger refrigerator will sell well. If you were a GE employee who had been involved in the company’s rotary compressor problem, what steps would you consider appropriate to prevent another disaster?

Case 2.2

Mercedes Learns to Speak ‘Bama

The German Chamber of Commerce and Industry conducted a survey of 10,000 businesspeople and discovered that 30 percent of them are considering moving their production outside Germany. The reason: German workers earn wages and benefits that, on the average, are worth \$25 an hour (the highest in the world), yet in terms of output per hour they are only two-thirds as productive as their American counterparts. In light of this crushing cost of doing business in Germany, Mercedes Benz AG in Stuttgart formed a new globalization strategy that included building its new \$300 million auto plant nearer to its customers. Mercedes was the top selling import car in Japan, but the company did not choose that country for its new factory. It could have gone to Mexico and hired low wage workers, but the company did not make that choice either. Instead, Mercedes chose Vance, Alabama (population 400), for the factory that builds its new sport-utility vehicles.

Not only did the Mercedes management team have to design a new car and a new factory, but they also had to prepare for the cultural upheaval of moving approximately forty German engineers, managers, and their families to Alabama. They conducted seminars at a retreat in the Black Forest to help their employees adjust to the strange habits of their new home and flew some native Alabamians to Stuttgart to help with these “cross cultural encounter groups.”

But Roland Folger, who moved from Germany to Alabama, explained, “We don’t want a German enclave in Alabama. We want a real cultural mixing.” The Alabamians have learned that Germans are very blunt, perfectionistic, formal, and sometimes humorless, but they love good wine. The German employees have learned that Americans call strangers by their first names, that they leave their office doors open, and that they rarely use public transportation. They have also learned the meaning of such strange expressions as “y’all” and “Howdy.”

Despite all the cultural differences, the Vance factory has proven to be a success. Mercedes Benz has clearly gained valuable experience in how to set up and operate a plant in a distant land and has recently established another new plant in São Paulo, Brazil. The company may well transfer an employee born in Alabama to its plant in Brazil!

Questions

1. Both the Americans and the Germans seem committed to making this multicultural factory operate effectively. What types of training exercises or activities would you use to help these two cultures understand each other better?
2. How might each of the communications filters identified in this chapter affect the messages sent between German-born and American-born workers?
3. What additional communications problems might have been encountered if Mercedes had chosen to build its plant in Japan instead of Alabama? What types of problems might they encounter with an Alabamian working in a German plant in Brazil? Are there any advantages to this situation?

PART II



Career Success Begins with Knowing Yourself



Chapter 3

Understanding Your Communication Style

Chapter 4

Building High Self-Esteem

Chapter 5

Personal Values Influence Ethical Choices

Chapter 6

Attitudes Can Shape Your Life


Chapter 7

Motivating Yourself and Others






Chapter 3

Understanding Your Communication Style



Chapter Preview

After studying this chapter, you will be able to

1. Understand the concept of communication style bias and its effect on interpersonal relations.
 2. Realize the personal benefits that can be derived from an understanding of communication styles.
 3. Discuss the major elements of the communication style model.
 4. Identify your preferred communication style.
 5. Improve communications with others through style flexing.
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I

N TERMS OF CAREER SUCCESS, Oprah Winfrey and Lou Gerstner have a great deal in common. *The Oprah Winfrey Show* has won twenty-five Emmy Awards throughout the past eleven years, and Oprah is recognized as the reigning queen of talk TV. Lou Gerstner, IBM's chief executive officer, is credited with bringing the company back from the dead. A long period of depressed sales ended under his strong leadership. If these two respected people ever meet, communication problems are likely to surface. Oprah Winfrey is witty, laughs easily, and openly displays her emotions. People who watch her show say the experience is like spending time with a close friend.¹ By his own admission, Lou Gerstner is intense, blunt, and competitive and dislikes chitchat. He's not likely to disclose anything of a personal nature about himself.² Each of these successful people has a dominant communication style that influences the way each interacts with others. ■

COMMUNICATION STYLES: AN INTRODUCTION

Have you ever wondered why it seems so difficult to talk with some people and so easy to talk with others? Can you recall a situation where you met someone for the first time and immediately liked that person? Something about the individual made you feel comfortable. You may have had this experience when you started a new job or began classes at a new school. A major goal of this chapter is to help you understand the impact your communication style has on the impression others form of you. This chapter also provides you with the information you will need to cope effectively in today's workplace, which is characterized by greater diversity and teamwork.

Communication Style Defined

The impressions that others form about us are based on what they observe us saying and doing. They have no way of knowing our innermost thoughts and feelings, so they make decisions about us based on what they see and hear.³ The patterns of behavior that others can observe can be called **communication style**.

Each person has a unique communication style. By getting to know your style, you can achieve greater self-awareness and learn how to develop more effective interpersonal relations with coworkers. Accurate self-knowledge is truly the starting point for effectiveness at work. It is also essential for managing the three key relationships described in Chapter 1: relationships with self, with an-

other person, and with members of a group. If your career objective is to become a supervisor or manager, you will benefit by being more aware of your employees' communication styles. Job satisfaction and productivity increase when employees feel that their leaders understand their personal needs and take these into consideration.

It is sometimes difficult for us to realize that people can differ from us and yet not be inferior. Understanding other people's communication styles improves working relationships by increasing our acceptance of other people and their way of doing things. Knowledge of the various communication styles helps us communicate more effectively with people who differ from us.

In recent years, thousands of people have sought to improve their interpersonal relationship skills through the study of communication styles. They seek not only greater awareness of their own style but also greater sensitivity to and tolerance for other persons' styles. And they learn how to use the strengths of their styles in organizational settings.

Fundamental Concepts Supporting Communication Styles

This may be your first introduction to communication styles. Therefore, let's begin by reviewing a few basic concepts that support the study of this dimension of human personality.

1. *Individual differences exist and are important.* Length of eye contact, use of gestures, speech patterns, facial expressions, and the degree of assertiveness people project to others are some of the characteristics of a personal communication style. We can identify a person's unique communication style by carefully observing these patterns of behavior.⁴
2. *Individual style differences tend to be stable.* The basics of communication style theory were established by the famous Swiss psychiatrist Carl Jung. In his classic book *Psychological Types*, he states that every individual develops a primary communication style that remains quite stable throughout life. Each person has a relatively distinctive way of responding to people and events.⁵ Many psychologists now believe that people are born with a predisposition to prefer some behaviors (actions) over others. Because these preferred behaviors are easily and naturally used, they are exercised and developed further over least-preferred preferences. For example, a gregarious child—one who enjoys the company of others—will seek ways to experience a wealth of relationships. This personality trait (often described as extroversion) will be nurtured and strengthened over the years.⁶
3. *There is a limited number of styles.* Jung observes that people tend to fall into one of several behavior patterns when relating to the world around them.

He describes four behavior styles: intuitor, thinker, feeler, and sensor.⁷ Those in the same behavior category tend to display similar traits. The thinker, for example, places a high value on facts, figures, and reason. This person is not likely to leap to conclusions but likes to “sleep on it.” He or she tends to follow an orderly approach to task completion. Very often the thinker is seen by others as cautious and structured.

4. *To create the most productive working relationships, it is necessary to get in sync with the behavior patterns (communication style) of the people you work with.*⁸ Differences between people can be a source of friction unless you develop the ability to recognize and respond to the other person’s style. The ability to identify another person’s communication style, and to know how and when to adapt your own preferred style to it, can give you an important advantage in dealing with people. Learning to adapt your style to fit the needs of another person is called “style flexing,” a topic that is discussed later in this chapter.

Learning to Cope with Communication Style Bias

Several forms of bias exist in our society. People over 40 sometimes complain that they are victims of age discrimination. Gender bias problems have made headlines for several years. And people of color—blacks, Hispanics, Native Americans—say that racial and ethnic bias is still a serious problem today. Communication style bias represents another common form of prejudice.

Almost everyone experiences **communication style bias** from time to time. The bias is likely to surface when you meet someone who displays a style distinctly different from your own. For example, a quiet, reflective person may feel uncomfortable in the presence of someone like Oprah Winfrey who dis-

Total Person Insight

“By knowing our own communicating style, we get to know ourselves better. And we get along with others better as we develop the ability to recognize—and respond to—their styles.”

PAUL MOK AND DUDLEY LYNCH

Human Resource Development Consultants

plays a dynamic, outgoing style. If, however, the person you encounter has the same communication style as yours, your message is less likely to be misunderstood. We could say, using the analogy of radio, that you are both on the same wavelength.

At this point, you may be saying to yourself, “But in the world of work, I don’t have a choice—I have to get my message across to all kinds of people, no matter what their communication style is.” You are right. Office receptionists must deal with a variety of people throughout each day. Bank loan officers cannot predict who will walk into their offices at any given time.

How can you learn to cope with communication style bias? First, you must develop awareness of your own unique style. Recall from Chapter 1 that self-awareness is one of the major themes of this text. Accurate self-knowledge is essential for developing strong interpersonal relationships. Knowledge of your communication style gives you a fresh perspective and sets the stage for improved relations with others. The second step in coping with communication style bias is learning to assess the communication style of those people with whom you have contact. The ability to identify another person’s communication style, and to know how and when to adapt your own preferred style to it, can afford you a crucial advantage in dealing with people. The ability to “speak the other person’s language” is an important relationship-management skill.⁹

THE COMMUNICATION STYLE MODEL

This section introduces a model that encompasses four basic communication styles. This simple model is based on research studies conducted over the past sixty years and features two important dimensions of human behavior: dominance and sociability. As you study the communication style model, keep in mind that it describes your *preferences*, not your *skills* or *abilities*.

The Dominance Continuum

In study after study, those “differences that make a difference” in interpersonal relationships point to dominance as an important dimension of style. **Dominance** can be defined as the tendency to display a “take-charge” attitude. Every person falls somewhere on the **dominance continuum**, illustrated in Figure 3.1. David W. Johnson in his book *Reaching Out—Interpersonal Effectiveness and Self-Actualization* states that people tend to fall into two dominance categories: low or high.¹⁰

FIGURE 3.1

Dominance Continuum



1. *Low dominance.* These individuals are characterized by a tendency to be cooperative and eager to assist others. They tend to be low in assertiveness and are more willing to be controlled by others.
2. *High dominance.* These people give advice freely and frequently initiate demands. They are more assertive and tend to seek control over others.

The first step in determining your most-preferred communication style is to identify where you fall on the dominance continuum. Do you tend to be low or high on this scale? To answer this question, complete the dominance indicator form in Figure 3.2. Rate yourself on each scale by placing a checkmark at a point along the continuum that represents how you perceive yourself. If most of your checkmarks fall to the right of center, you rank high in dominance. If most fall to the left of center, you are low in dominance.

Another way to assess the dominance dimension is to ask four or five people who know you well to complete the dominance indicator form for you. Their assessment may provide a more accurate indication of where you fall on the continuum. Self-assessment alone is sometimes inaccurate because it is difficult to observe yourself objectively.¹¹ Once you have received the forms completed by others, try to determine if a consistent pattern exists. (Note: It is best not to involve parents, spouses, or close relatives. Seek feedback from coworkers or classmates.)

Where Should You Be on the Dominance Continuum?

Is there any best place to be on the dominance continuum? Not really. Successful people can be found at all points along the continuum. Nevertheless, there are times when people need to act decisively to influence the adoption of their ideas and communicate their expectations clearly. This means that someone low in dominance may need to become more assertive temporarily to achieve an objective. New managers who are low in dominance must learn to influence others without being viewed as aggressive or insensitive. The American Management Associations offers a course entitled “Assertiveness Training for Managers,” which is designed for managers who want to exercise a greater influence on others, get their proposals across more effectively, and resolve conflict situations decisively yet diplomatically.¹² Persons low in dominance may need to learn how to be responsive to others without giving up their own convictions.

FIGURE 3.2

**Dominance Indicator
Form**

I Perceive Myself as Somewhat

Cooperative				Competitive
Submissive				Authoritative
Accommodating				Domineering
Hesitant				Decisive
Reserved				Outgoing
Compromising				Insistent
Cautious				Risk Taking
Patient				Hurried
Passive				Influential
Quiet				Talkative
Shy				Bold
Supportive				Demanding
Relaxed				Intense
Restrained				Assertive

Persons who are high in dominance must sometimes curb their desire to express strong opinions and initiate demands. A person who is perceived as being extremely strong-willed and inflexible may fail to establish a cooperative relationship. In an organizational setting, it is important to learn how to get the job done without stepping on toes.

Thinking / Learning Starters

1. After you have determined your own place on the dominance scale, think about your closest coworkers and friends. Who is most dominant in your circle? Who is least dominant? Under what circumstances have they displayed high dominance? Under what circumstances have they displayed low dominance?
2. Complete the dominance indicator form shown in Figure 3.2 for one of the people you have just listed.

The Sociability Continuum

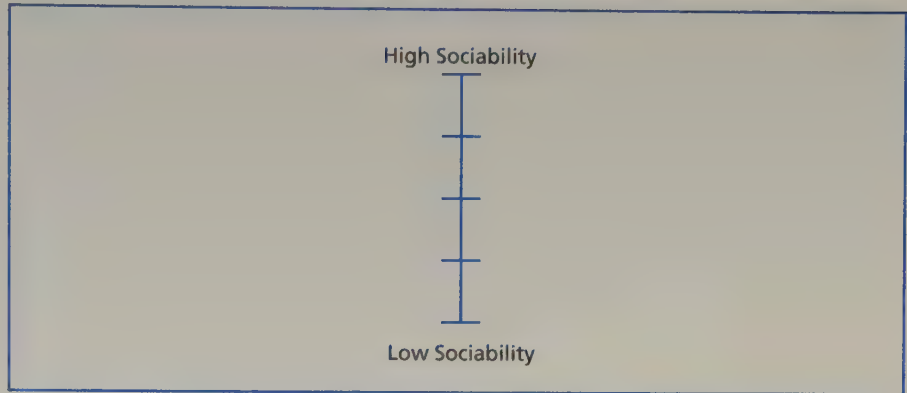
Have you ever met someone who was open and talkative and who seemed easy to get to know? An individual who is friendly and expresses feelings openly can be placed near the top of the **sociability continuum**.¹³ The continuum is illustrated in Figure 3.3. **Sociability** can be defined as the tendency to seek and enjoy social relationships.

Sociability can also be thought of as a measure of whether you tend to control or express your feelings. Those high in sociability usually express their feelings freely, whereas people low on the continuum tend to control their feelings. The person who is classified as being high in sociability is open and talkative and likes personal associations. The person who is low in sociability is more reserved and formal in social relationships.

The second step in determining your most-preferred communication style is to identify where you fall on the sociability continuum. To answer this question, complete the sociability indicator form shown in Figure 3.4. Rate yourself on each scale by placing a checkmark at a point along the continuum that represents the degree to which you feel you exhibit each of the characteristics. If most of your checkmarks fall to the right of center, you are high in sociability. If most fall to the left of center, you are low in sociability.

The sociability indicator form is not meant to be a precise instrument, but it will provide you with a general indication of where you fall on each of the

FIGURE 3.3

Sociability Continuum

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scales. You may also want to make copies of the form and distribute them to friends or coworkers for completion. (Remember, it is advisable not to involve parents, spouses, or close relatives in this feedback exercise.)

Where Should You Be on the Sociability Continuum?

Where are successful people on the sociability continuum? Everywhere. There is no best place to be. People at all points along the continuum can achieve success in an organizational setting. Nevertheless, there are some common-sense guidelines that persons who fall at either end of the continuum are wise to follow.

A person who is low in sociability is more likely to display a no-nonsense attitude when dealing with other people. This person may be seen as impersonal and businesslike. Behavior that is too guarded and too reserved can be a barrier to effective communication. Such persons may be perceived as unconcerned about the feelings of others and interested only in getting the job done. Perceptions are critical in the business world, especially among customers. Even a hint of indifference can create a customer relations problem.

Persons who are high in sociability openly express their feelings, emotions, and impressions. They are perceived as being concerned with relationships and therefore are easy to get to know. At times, emotionally expressive people need to curb their natural exuberance. Too much informality can be a problem in some work relationships. The importance of adapting your style to accommodate the needs of others is discussed later in this chapter.

FIGURE 3.4

Sociability Indicator
Form

I Perceive Myself as Somewhat

Disciplined					Easygoing
Controlled					Expressive
Serious					Lighthearted
Methodical					Unstructured
Calculating					Spontaneous
Guarded					Open
Introverted					Extroverted
Aloof					Friendly
Formal					Casual
Reserved					Provocative
Cautious					Carefree
Conforming					Unconventional
Self-Controlled					Dramatic
Restrained					Impulsive

Source: Gerald L. Manning and Barry L. Reece, *Selling Today: Building Quality Partnerships*, Seventh Edition, Copyright ©1998. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

Thinking / Learning Starters

1. After you have determined your own place on the sociability scale, think about your closest coworkers and friends. Who is most sociable in your circle? Who is least sociable? Under what circumstances have they displayed high sociability? Under what circumstances have they displayed low sociability?
2. Complete the sociability indicator form shown in Figure 3.4 for one of the people you have just listed.

Four Basic Communication Styles

The dominance and sociability continua can be combined to form a rather simple model that will tell you more about your communication style (see Figure 3.5). The **communication style model** will help you identify your most-preferred style. Dominance is represented by the horizontal axis and sociability by the vertical axis. The model is divided into quadrants, each representing one of four communication styles: emotive, director, reflective, or supportive. As you review the descriptions of these styles, you will likely find one that is “most like you” and one or more that are “least like you.”

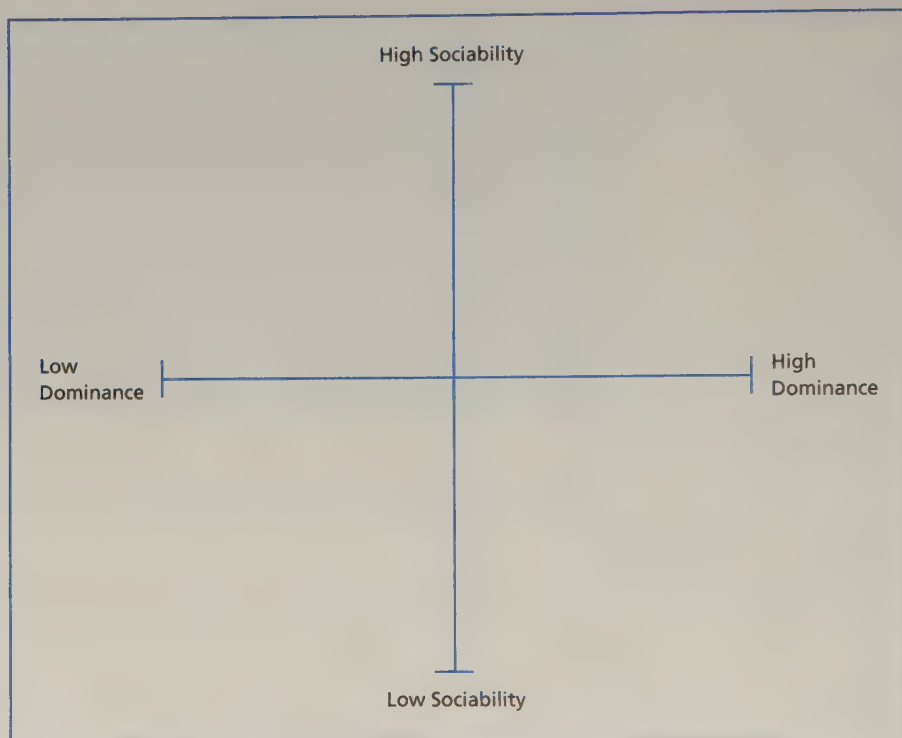
Emotive Style The upper-right-hand quadrant combines high sociability and high dominance. This is characteristic of the **emotive style** of communication (Figure 3.6).

You can easily form a mental picture of the emotive type by thinking about the phrases used earlier to describe high dominance and high sociability. A good example of the emotive type of person is comedian Jay Leno. Rosie O'Donnell also projects an outspoken, enthusiastic, and stimulating style. Sandra Bullock, a popular actress, displays the emotive style. She is animated, frequently laughs at herself, and seems to like an informal atmosphere. Larry King, popular talk-show host, and President Bill Clinton also project the emotive communication style. Here is a list of verbal and nonverbal clues that identify the emotive person:

1. *Displays action-oriented behavior.* The emotive person seems to be constantly on the go. He or she is likely to talk rapidly and express views with vigorous hand gestures. David Letterman and Jim Carrey fit this description.
2. *Likes informality.* This person usually likes to operate on a first-name basis. Emotive-type people often share personal points of view soon after meeting you.

FIGURE 3.5

Where the dominance and sociability dimensions are combined, the framework for communication style classification is established.



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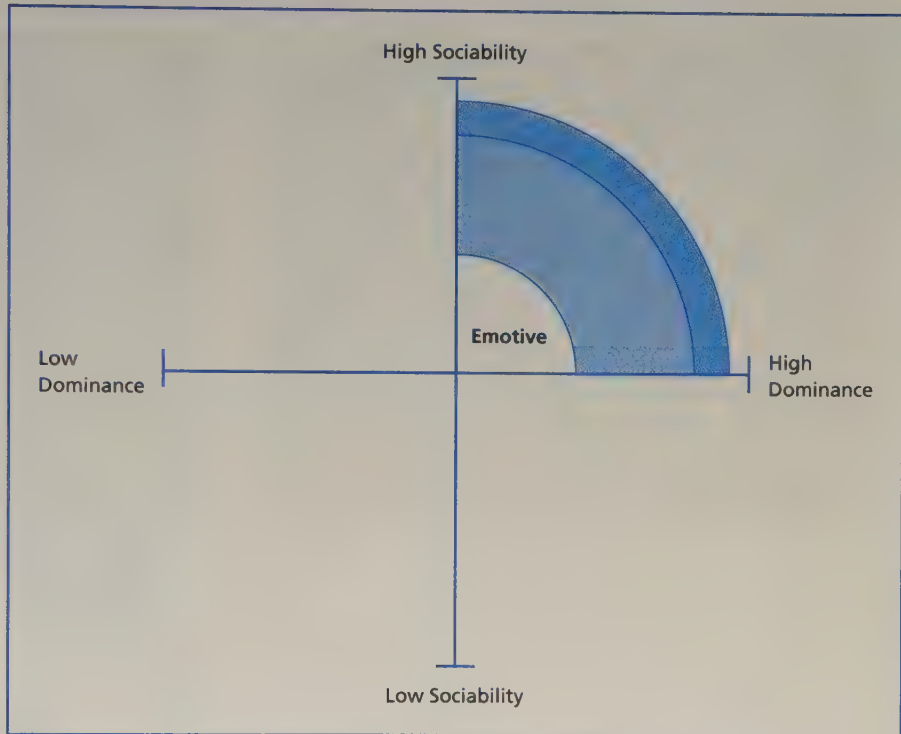
3. *Possesses a natural persuasiveness.* Combining high dominance and high sociability, this person finds it easy to express his or her point of view dramatically and forcefully.

Director Style The lower-right-hand quadrant represents a communication style that combines high dominance and low sociability—the **director style** (Figure 3.7). Television interviewer Barbara Walters and House Speaker Newt Gingrich project the director style. So is ABC reporter Sam Donaldson. Bob Dole, former presidential candidate, easily fits the description of this communication style.¹⁴ All these people have been described as frank, assertive, and very determined. Some behaviors displayed by directors include the following:

1. *Projects a serious attitude.* Mike Wallace, one of the reporters on the popular television show *60 Minutes*, usually communicates a no-nonsense attitude. Directors often give the impression that they cannot have fun.

FIGURE 3.6

The emotive style combines high sociability and high dominance.



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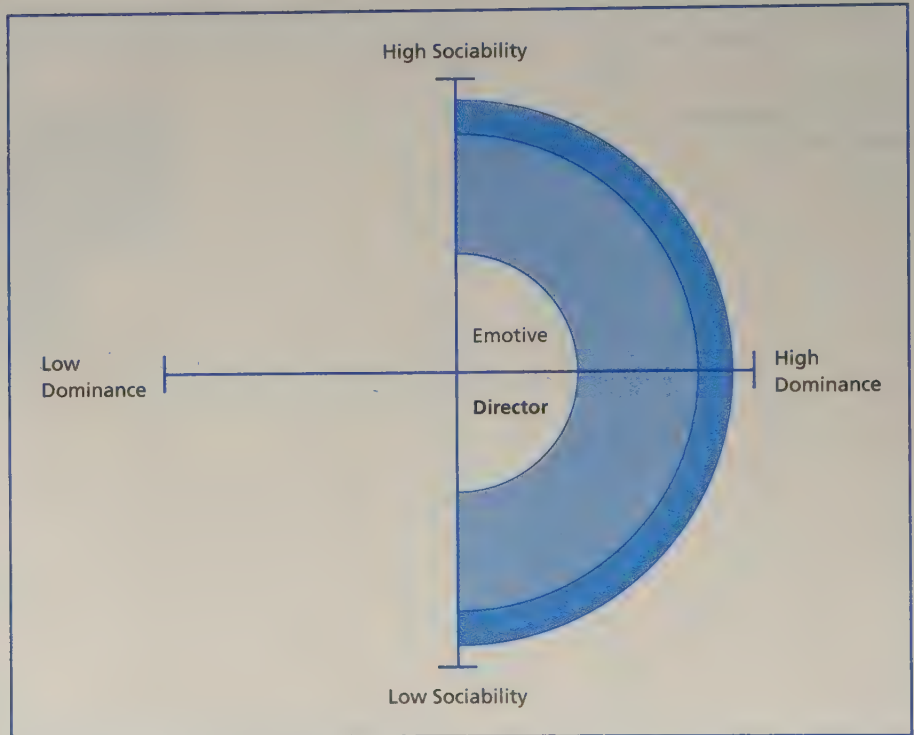
2. *Expresses strong opinions.* With firm gestures and a tone of voice that communicates determination, the director projects the image of someone who wants to take control. General Norman Schwarzkopf displays this behavior.
3. *May project indifference.* It is not easy for the director to communicate a warm, caring attitude. He or she does not find it easy to abandon the formal approach in dealing with people. Lou Gerstner, CEO of IBM, faces this challenge.

Reflective Style The lower-left-hand quadrant of the communication style model features a combination of low dominance and low sociability. This is the **reflective style** of communication (Figure 3.8).

The reflective person is usually quiet, enjoys spending time alone, and does not make decisions quickly. The late physicist Albert Einstein fits this description. He once commented on how he liked to spend idle hours: “When I have

FIGURE 3.7

The director style combines high dominance and low sociability.



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no special problem to occupy my mind, I love to reconstruct proofs of mathematical and physical theorems that have long been known to me. There is no goal in this, merely an opportunity to indulge in the pleasant occupation of thinking.”¹⁵ Alan Greenspan, chairman of the Federal Reserve, former president Jimmy Carter, former Dallas Cowboy coach Tom Landry, and Dr. Joyce Brothers also display the characteristics of the reflective communication style. Some of the behaviors characteristic of this style are as follows:

1. *Expresses opinions in a formal, deliberate manner.* The reflective person does not seem to be in a hurry. He or she expresses measured opinions. Emotional control is a common trait of this style.
2. *Seems to be preoccupied.* The reflective person is rather quiet and may often appear preoccupied with other matters. As a result, he or she may seem aloof and difficult to get to know.
3. *Prefers orderliness.* The reflective person prefers an orderly work environment. At a meeting, this person appreciates an agenda. A reflective person enjoys reviewing details and making decisions slowly.



Aaron Feuerstein (left), chief executive officer of Malden Mills, located in Lawrence, Massachusetts, displays the characteristics of the supportive communication style. He has been described by his workers as sensitive, patient, and a good listener. A person exhibiting characteristics of the director style, such as this police officer (right), projects the image of someone who takes a serious, no-nonsense approach to work. (Ed Quinn/SABA (left); Michael Newman/PhotoEdit (right))

Supportive Style The upper-left-hand quadrant combines low dominance and high sociability—the **supportive style** of communication (Figure 3.9). People who possess this style tend to be cooperative, patient, and attentive.

The supportive person is reserved and usually avoids attention-seeking behavior. Additional behaviors that commonly characterize the supportive style include the following:

1. *Listens attentively.* Good listeners have a unique advantage in many occupational settings. This is especially true of loan officers, sales personnel, and supervisors. The talent comes more naturally to the supportive person.
2. *Avoids the use of power.* Supportive persons are more likely to rely on friendly persuasion than power when dealing with people. They like to display warmth in their speech and written correspondence. The late Charles Kuralt, CBS News journalist, and Neil Armstrong, Apollo 11 crew member, fit this description.
3. *Makes and expresses decisions in a thoughtful, deliberate manner.* Supportive persons appear low-key in a decision-making role. Meryl Streep, Paul Simon, Kevin Costner, the late Princess Di, and Harrison Ford all display characteristics of this style.

FIGURE 3.8

The reflective style combines low dominance and low sociability.



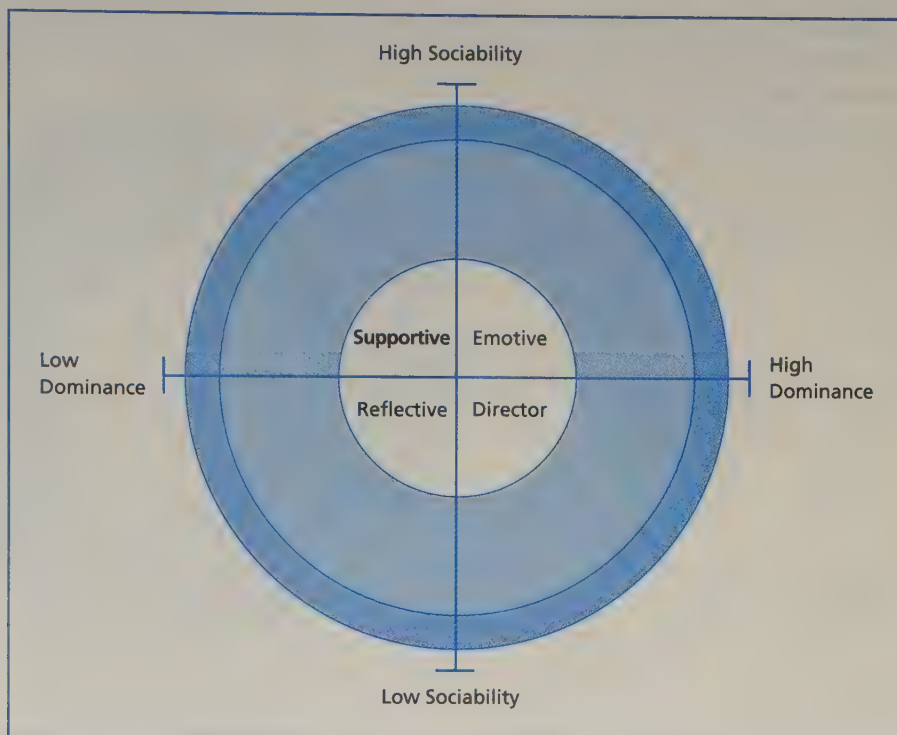
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Did you find one particular communication style that is most like yours? If your first attempt to identify your most-preferred style was not successful, do not be discouraged. No one conforms completely to one style. You share some traits with other styles. Also, keep in mind that communication style is just one dimension of personality. Your personality is made up of a broad array of psychological tendencies that you reveal while you are interacting with the environment.¹⁶ Communication style refers only to those behaviors that others can observe. Although we tend to repeat certain behaviors more than others, we all display a wide range of behaviors at various times. Nevertheless, others will react to us on the basis of our observable, repetitive patterns of behavior (communication style), rather than on the basis of our capacity for variation.¹⁷

Did you discover a communication style that is least like yours? In many cases, we feel a sense of tension or discomfort when we have contact with persons who speak or act in ways that are at odds with our communication style. For example, the person with a need for orderliness and structure in daily work

FIGURE 3.9

The supportive style combines low dominance and high sociability.



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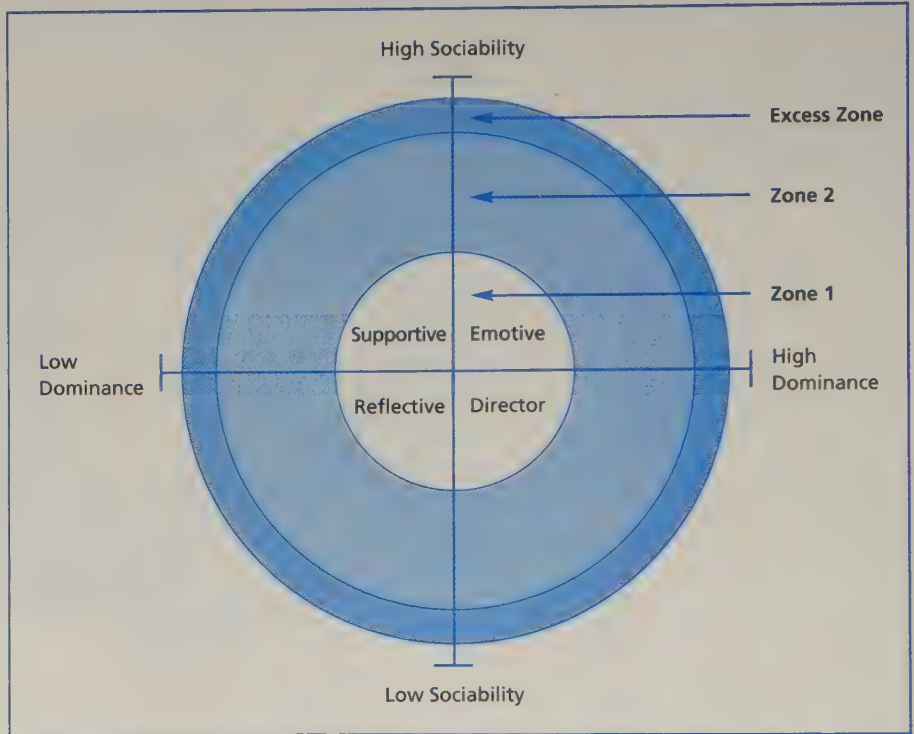
may feel tension when working closely with someone who is more spontaneous and unstructured.

Variation Within Your Communication Style

Communication styles also vary in intensity. For example, a person may be either moderately or strongly dominant. Note that the communication style model features zones that radiate outward from the center, as illustrated in Figure 3.10. These dimensions might be thought of as **intensity zones**.

Zone 1 People who fall within Zone 1 will display their unique behavioral characteristics with less intensity than people in Zone 2. This means that it may be more difficult to identify the preferred communication style of people in Zone 1. They will not be as obvious in their gestures, tone of voice, speech

FIGURE 3.10

Communication Style
Intensity Zones

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patterns, or emotional expressions. You may have trouble picking up the right clues to identify their communication style.

Zone 2 People who fall within Zone 2 will display their behavioral characteristics with greater intensity than those in Zone 1. For example, on the following dominance continuum, Sue, Mike, Harold, and Deborah each fall within a different zone.



In terms of communication style identification, it is probably easier to distinguish between Sue and Deborah (who are in Zone 2) than between Mike and Harold (who are in Zone 1). Of course, the boundary line that separates Zone

1 from Zone 2 should not be viewed as a permanent barrier. Under certain conditions, people will abandon their preferred style temporarily, a process we call “style flexing.”

You can sometimes see style flexing when a person is upset or angry. For example, Sue is a strong supporter of equal rights for women. At school she hears a male student say, “I think a woman’s place is in the home.” At that point, she may express her own views in the strongest possible terms. This forcefulness will require temporarily abandoning the comfort of her low dominance style to display assertive behavior.

Excess Zone The **excess zone** is characterized by a high degree of intensity and rigidity. It can also be labeled the “danger” zone. When people occupy this zone, they become inflexible and display a lack of versatility (see Table 3.1). Extreme intensity in any quadrant is bound to interfere with good human relations.

TABLE 3.1

Behaviors Displayed in
the Excess Zone

Supportive Style	Attempts to win approval by agreeing with everyone Constantly seeks reassurance Refuses to take a strong stand Tends to apologize a great deal
Director Style	Is determined to come out on top Will not admit to being wrong Appears cold and unfeeling when dealing with others Tends to use dogmatic phrases such as “always,” “never,” or “You can’t”
Emotive Style	Tends to express highly emotional opinions Is outspoken to the point of being offensive Seems unwilling to listen to the views of others Uses exaggerated gestures and facial expressions
Reflective Style	Tends to avoid making a decision Seems overly interested in detail Is very stiff and formal in dealing with others Seeks to achieve perfection

People often move into the excess zone when they are under stress or not feeling well. A person who feels threatened or insecure may also move into the excess zone. Even a temporary excursion into the excess zone should be avoided if at all possible. Inflexible and rigid communication styles are likely to lead to a breakdown in human relations.

Tips on Style Identification

To identify a person's communication style, focus your full attention on observable behavior. The best clues for identifying styles are nonverbal. Learn to be observant of people's gestures, posture, and facial expressions, and the rapidity and loudness of their speech.¹⁸ Animated facial expressions and high-volume, rapid speech are characteristic of the emotive communication style. Infrequent use of gestures, speaking in a steady monotone, and few facial expressions are characteristic of the reflective style. Of course verbal messages will also be helpful. If a person tends to be blunt and to the point and makes strong statements, you are likely observing a director.

We have noted that communication style is determined by where a person falls on the sociability continuum and the dominance continuum. Once you have identified as many verbal and nonverbal clues as possible, use this information to place the person on each continuum. Let's assume that the clues indicate that the person is low in dominance. This means you can automatically eliminate the emotive and director styles because both are characterized by high dominance. The next step is to place the person on the sociability continuum. If the clues indicate that the person is low in sociability, you automatically eliminate the style. By the process of elimination, you conclude that this person is probably reflective. The authors of *People Styles at Work*, however, warn that your initial perception of another person's style should not be carved in stone. You should continue to collect new information and reassess your initial observations.¹⁹

VERSATILITY: THE THIRD DIMENSION

Earlier in this chapter we described two important dimensions of the communication style model: dominance and sociability. You will recall that these dimensions of human behavior are independent of each other. Now we are ready to discuss versatility, an important third dimension of human behavior.

Persons who can create and maintain interpersonal relations with others, regardless of their communication styles, are displaying versatility. **Versatility** can be defined as acting in ways that earn a social endorsement. Endorsement

Total Person Insight

“When we speak of interpersonal relationships (an interaction involving at least two people), we contend that no one can do much about what another person says or does, but each of us can do something about what we say and do. And because dealing with others is such a major aspect of our lives, if we can control what we say and do to make others more comfortable, we can realistically expect our relationships to be more positive, or effective, ones.”

DAVID W. MERRILL AND ROGER H. REID

Authors, *Personal Styles and Effective Performance*

means simply other people’s approval of our behavior. People give us their endorsement when they feel comfortable and nondefensive with us.²⁰

The dimension of versatility is independent of style. This means that the emotive style is no more or less likely to be versatile than is the reflective style. Communication style remains relatively stable throughout life, whereas versatility is changeable.

Versatility is a trait we exhibit ourselves rather than elicit from others. Versatile people recognize that they can control their half of relationships and that it is easier to modify themselves than it is to modify others. The versatile person asks, “What can I do to make it easier for the other person to relate to me?”²¹

Achieving Versatility Through Style Flexing

Getting classified according to communication style doesn’t mean you are “typecast” for life. You can always learn to strengthen areas of your most-preferred communication style in order to get along better with others.²² One way to broaden your personality is to engage in style flexing. **Style flexing** can be described as a deliberate attempt to change or alter your style to meet the needs of another person. It is a temporary effort to act in harmony with the behavior of another person’s communication style. Style flexing is communicating in a way more agreeable to persons of other styles. As noted earlier in this chapter, you can learn to adapt your style to accommodate others.

Style flexing has proven to be an important skill needed in many occupations. In personal selling, for example, research indicates that salespeople with

high versatility scores were more likely to outperform salespeople with low versatility.²³

To illustrate how style flexing can be used in an organizational setting, let's take a look at a communication problem faced by Jeff Walker, buyer of sporting goods for a small chain of sporting goods stores. Jeff has a strong emotive communication style and usually gets along well with other emotive communicators. His immediate supervisor is Rhonda Greenbaum, a reflective person who tends to approach her work in an orderly, systematic manner. Jeff finds it difficult to curb his stimulating, promotional style and therefore is sometimes viewed as "unstable" by Ms. Greenbaum.

What might Jeff do to improve communication with his supervisor? Jeff is naturally an open, impulsive communicator. During meetings with a reflective person, he should appear less spontaneous, slow his rate of speech, and avoid the use of dramatic gestures. He should try to appear more reserved.

The reflective person admires orderliness, so Jeff should be sure he is well prepared. Prior to each meeting, he should develop a mental agenda of items that he wants to cover. At the beginning of the meeting he might say, "Ms. Greenbaum, there are three things I want to discuss." He would then describe each item concisely and present information slowly and systematically. This businesslike approach will be appreciated by the reflective supervisor.

How could Jeff's boss use style flexing to foster better communication? She could avoid appearing too stiff and formal. During meetings, the reflective person should try to avoid being "all business." (The emotive person does not object to small talk during meetings.) The reflective communicator might also be more informal about starting and ending meetings exactly on time, might allow the emotive person to depart from the agenda now and then, or might bring up an item spontaneously. The reflective person should try to share feelings and concerns more openly in the presence of an emotive person.

Strategies for Adapting Your Style

Once you have identified the dominant style of the other person, begin thinking of ways to flex your style to gain a social endorsement. Remember, you can control your half of the relationship. What can be done to meet the interpersonal needs of the other person? Here are a few general style adaptation strategies:

Flexing to the Emotive Style

- Take time to build a social as well as a business relationship. Leave time for relating and socializing.
- Display interest in the person's ideas, interests, and experiences.
- Do not place too much emphasis on details. Emotive people like fast-moving, inspirational verbal exchanges.
- Maintain a pace that is fast and spontaneous.

Brad Anger, a marketing manager for a French-based company, is shown in a street in Ho Chi Minh City (formerly Saigon). Versatility is an important skill needed by this American working in Vietnam. (Gideon Mendel/Network/SABA)



Flexing to the Director Style

- Be specific, brief, and to the point. Use time efficiently.
- Present the facts logically, and be prepared to provide answers to specific questions.
- Maintain a pace that is fast and decisive.
- Messages (written or oral) should be short and to the point.

Flexing to the Reflective Style

- Appeal to the person's orderly, systematic approach to life. Be well organized.
- Approach this person in a straightforward, direct manner. Get down to business quickly.
- Be as accurate and realistic as possible when presenting information.
- Messages (written or oral) should be detailed and precise. The pace of verbal messages should be slow and systematic.

Flexing to the Supportive Style

- Show a sincere interest in the person. Take time to identify areas of common interest.

- Patiently draw out personal views and goals. Listen and be responsive to the person's needs.
- Present your views in a quiet, nonthreatening manner. Do not be pushy.
- Put a priority on relationship building and communication.

In those situations where you are attempting to win the support or cooperation of another person, try to avoid saying or doing things that might cause tension to arise. Tony Alessandra and Michael O'Connor, authors of *People Smart*, state that if we don't think first of the other person, we run the risk of unintentionally creating a tension-filled relationship.²⁴

Style Flexing: Pitfalls and Possibilities

Is style flexing just another way to manipulate others? The answer is yes if your approach is insincere and your only objective is to get something for yourself. The choice is yours. If your objective is to build an honest, constructive relationship, then style flexing can be a valuable and productive communication strategy.

In an organizational setting, it is usually best to flex your style when something important is at stake. Let's assume that you are head of a major department in a large hospital. Tomorrow you will meet with the hospital administrator and propose the purchase of new x-ray equipment that will cost a large amount of money. This is a good time to think about the administrator's communication style and make decisions regarding style-flexing strategies. You do not want communication style bias to become a factor during this important meeting.

Coping with Change

In an age of accelerating change, you are wise to develop a high degree of versatility. The adaptive, resourceful ways of the versatile person enable him or her to cope with changing conditions. Generally, the more versatile person has a competitive edge over the less versatile person. Just as a person can become technically obsolete in knowledge and skills, the less versatile person can become obsolete from the standpoint of interpersonal skills.²⁵

A FINAL WORD OF CAUTION

A discussion of communication styles would not be complete without a few words of caution. It is tempting to put a label on someone and then assume

the label tells you everything you need to know about that person. In *The Name of Your Game*, Stuart Atkins says we should be careful not to use labels that make people feel boxed in, typecast, or judged. He says we should not classify *people*; we should classify their *strengths* and *preferences* to act one way or another under certain circumstances.²⁶ As noted in Chapter 1, the “total person” is made up of such interdependent traits as emotional control, values orientation, self-esteem, and self-awareness. To get acquainted with the whole person takes time and effort. Atkins makes this observation: “It requires much more effort to look beyond the label, to experience the person as a dynamic process, to look at the fine print on the box and carefully study the ingredients inside the package. We have been conditioned to trust the label and look no further.”²⁷

You must also be careful not to let the label you place on yourself become the justification for your own inflexible behavior. If you discover that your most preferred communication style is reflective and take the position that “others will simply have to get used to my need for careful analysis of data before making a decision,” then you are not displaying the characteristics of a versatile person. Try not to let the label justify or reinforce why you are unable to communicate effectively with others.²⁸

Strength/Weakness Paradox

As noted previously in this chapter, there is no “best” communication style. Each style has its unique strong points. Supportive people are admired for their easygoing, responsive style. Directors are respected for the thoroughness and determination they display. The stimulating, personable style of emotive persons can be very refreshing. And the emotional control and industrious nature of reflective persons are almost universally admired.

Problems arise when people overextend or rely too much on the strengths of their style. The director who is too demanding may be viewed by others as “pushy.” The supportive person may try too hard to please others and risk being viewed as “wishy-washy.” An emotive person may be viewed as too excitable or not serious enough in a business setting. The reflective person who cannot seem to make a decision without mountains of information may be viewed as too cautious and inflexible. Some people rely too heavily on established strengths and fail to develop new skills that will increase their versatility.

Summary

Communication styles are the patterns of behaviors that are observable to others. Communication style tends to be stable throughout a person’s lifetime. Each person has a distinctive way of responding to people and events.

Communication style bias is a common problem in organizations and should be viewed as a major barrier to good human relations.

The communication style model is formed by combining two important dimensions of human behavior: dominance and sociability. Combinations of these two aspects create four communication styles—emotive, director, reflective, and supportive. With practice you can learn to identify other people's communication styles. A third dimension of human behavior—versatility—is important in dealing with varying communication styles. You can adjust your own style to meet the needs of others—a process called style flexing.

Career Corner

Q. The company I work for discourages personal phone calls during working hours. I am a single parent with two young children. How can I convince my supervisor that some personal calls are very important?

A. Placing personal phone calls during working hours is an issue that often divides employers and employees. From the employer's point of view, an employee who spends time on nonwork calls is wasting time, a valuable resource. Also, many organizations want to keep telephone lines clear for business calls. From your point of view, you need to know about changes in child-care arrangements, serious health concerns of family members, and similar problems. In fact, you will probably perform better knowing that family members are secure. Explain to your supervisor that some personal calls will be inevitable. It is very important that you and your supervisor reach an agreement regarding this issue. When possible, make most of your personal calls during your lunch hour or during work breaks. Encourage friends to call you at home.

To improve communications with your supervisor, get acquainted with his or her communication style. Once you have identified this person's dominant style, use appropriate style flexing strategies to gain a social endorsement.

Key Terms

communication style
communication style bias
dominance
dominance continuum
sociability continuum
sociability
communication style model
emotive style

director style
reflective style
supportive style
intensity zones
excess zone
versatility
style flexing

Review Questions

1. How would you define *communication style bias*?
2. What are the four basic concepts that establish a foundation for understanding communication styles?
3. How will someone employed in an organization benefit from an understanding of communication styles?
4. Explain the difference between the dominance continuum and the sociability continuum.
5. What are the four communication styles? Provide a brief description of each.
6. What are some nonverbal clues that might help you identify a person's most-preferred communication style?
7. Explain why there is no "best" communication style. Feel free to use examples from your personal life to support your answer.
8. Explain the strength/weakness paradox.
9. Define the term *versatility*. Explain the meaning of *style flexing*.
10. The Total Person Insight by David Merrill and Roger Reid suggests that we should try to control what we say and do to make others more comfortable. Would it be easy or difficult for people to follow this advice? Explain your answer.

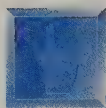
Application Exercises

1. Oprah Winfrey has become one of America's most popular talk-show hosts. Consider the behaviors she displays on her show, and then complete the following exercises:
 - a. On the dominance continuum, place a mark where you feel she belongs.
 - b. On the sociability continuum, place a mark where you feel she belongs.
 - c. On the basis of these two continua, determine Oprah Winfrey's communication style.
 - d. In your opinion, does Oprah Winfrey display style flexibility?
2. To get some practice in identifying communication styles, watch two or three television shows and attempt to identify the style of individuals portrayed on the screen. To fully develop your skills of listening and observing, try this three-step approach:
 - a. Cover the screen with a towel or newspaper and try to identify the style of one or two persons, using voice only.
 - b. Turn down the volume, uncover the screen, and attempt to identify the style of the same persons, using visual messages only.
 - c. Turn up the volume and make another attempt to identify the communication style of the persons portrayed on the screen. This time the identification process should be easier because you will be using sight and sound.

These practice sessions will help you learn how to interpret the nonverbal messages that are helpful in identifying another person's communication

style. When you select TV shows, avoid situation comedies that often feature persons displaying exaggerated styles. You may want to watch a talk show or a news program like *Meet the Press*.

Internet Exercise



The primary purpose of this chapter is to provide you with an introduction to communication styles and prepare you to apply at work and in your personal life the concepts presented here. You now have the foundation you need to continue your study. A great deal of information related to communication styles can be found on the Internet. Using your search engine, type in the following keywords, and then review the resources available:

communication styles

personality types

personality dimensions

psychological types

Examine the resources (such as books, articles, and training programs), and then prepare a brief summary of your findings. Pay special attention to new information that was not covered in your textbook.

Case 3.1

A Matter of Style

Betty Westmoreland is a sales representative for the World Travel Agency, a firm that specializes in packaged tours to foreign countries. She has spent two months training for this position and is now working with customers. Betty is an expressive person who is very enthusiastic about her job. She possesses all the characteristics of the emotive communication style. She is outspoken, excitable, and very personable. Betty is always attractively dressed and well groomed.

Monday morning Betty has an appointment with Raymond L. Fitz III, executive director of an association made up of bank loan officers. Raymond wants to arrange a package tour to England for about fifty persons that will include transportation, hotel accommodations, meals, and tickets to special events. He is classified as reflective in terms of communication style. People who know him well view him as industrious, cautious, and well organized. He is all business when it comes to representing the bankers' association.

Questions

1. At the initial meeting, do you anticipate that communication style bias will surface? If so, why? If not, why?
2. What will be Raymond's primary communication needs?
3. How should Betty speak and act throughout the meeting to develop an effective business relationship with him?

Case 3.2

Communication Style Training Builds Teamwork

Many organizations interested in improving customer service, promoting greater teamwork among employees, and increasing quality have developed training programs that emphasize an understanding of communication styles. These programs help employees understand the four communication styles one is likely to encounter on the job.

When General Electric Co.'s Business Information Center (GEBIC) was instructed to reduce the layers of management and create a self-directed work force, the staff wasn't sure how to carry out the downsizing effort. They did realize that with fewer supervisory-management personnel, employees would have to contribute more to solving problems and making decisions. With the assistance of a consultant, a decision was made to help employees develop the interpersonal skills needed to become effective team members. The newly formed GEBIC team completed the LIFO workshop offered by Stuart Atkins Incorporated, a California-based training company.

LIFO training invites self-examination and promotes self-development in a comfortable, nonthreatening environment. Workshop participants complete the LIFO Survey, a self-scoring instrument that helps them identify their most-preferred communication style. During the workshop, GEBIC employees also spent time learning how to identify the most-preferred style of others. LIFO scores for all team members were posted and discussed at the workshop. This information contributed to an understanding of the team members' communication style preferences. Upon completion of the LIFO training, employees reported that they felt greater confidence in their ability to communicate effectively with other team members and with the customers served by GEBIC. One person described her experience this way:

LIFO not only empowers me as an individual in terms of my interaction with other people, but enables me to empower the other people I am dealing with. When you understand their strong points and blind sides, you both interact more effectively. For example, if I know my boss likes a lot of detail and nitty gritty, I'm going to be prepared when I present a new idea to him.

How has LIFO training influenced productivity at GEBIC? The major responsibility of this division is to handle outside calls from industrial customers or prospects who need assistance. Thus, one way to measure productivity is to examine call volume (customers served per employee) and cost per customer served. During the first two years of the self-directed work-team approach, call volume rose 53 percent, and during the same period the cost per call dropped 34 percent. Team members take pride in the fact that they can usually identify the caller's communication style and then quickly adjust their own style to communicate effectively with the customer.


Questions

1. Each GEBIC team member was given the LIFO scores of other team members. What are the advantages of this practice? Are there any disadvantages? Explain.
2. GEBIC team members reported that LIFO training gave them the skills needed to identify the communication style of most callers. If your contact with another person is a telephone call, what factors (clues) would influence your decision regarding the caller's communication style?
3. Would you recommend LIFO training, or a similar program that focuses on communication style theory, to an organization that is attempting to increase the level of teamwork among its employees? Explain.







Chapter 9

Achieving Emotional Balance in a Chaotic World



Chapter Preview

After studying this chapter, you will be able to

1. Describe how emotions influence our thinking and behavior.
 2. Understand the factors that contribute to emotional balance.
 3. Explain the critical role of emotions in the workplace.
 4. Describe the major factors that influence our emotional development.
 5. Learn how to deal with your anger and the anger of others.
 6. Understand the factors that contribute to workplace violence.
 7. Identify and explain the most common emotional styles.
 8. Describe strategies for achieving emotional control.
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**C**

AN A PILOT'S MIND-SET be a factor in airline crashes? The National Transportation Safety Board (NTSB), investigating the fatal crash of a Northwest Airlink commuter plane, thinks the answer is yes.

The plane was landing at Hibbing, Minnesota, when it clipped a pine tree, lost a wing, and careened into a ridge. All eighteen people on board were killed. The plane was hundreds of feet lower than it should have been during the approach to the airport. The NTSB cited a "breakdown in crew coordination" and suggested that the pilot's history of "intimidation" kept his copilot from warning about the plane's continued descent. The board member in charge of the crash inquiry noted that the pilot had an angry argument with a gate agent over paperwork prior to takeoff. He also loudly criticized the copilot for not checking the landing light from outside the plane. Was anger a factor in this plane crash? John Nance, an aviation safety consultant, said, "We have people every day who end up in automobile accidents because they let their anger push the pedal to the floor. Nobody should think it's any different in an airplane."¹ ■

Anger is one of a vast array of emotions that can influence our behavior at work and in our personal world. To the extent that we can become more aware of our emotions and assess their influence on our daily lives, we have the opportunity to achieve a new level of self-understanding. That greater awareness can help us avoid inappropriate behavior.

EMOTIONS—AN INTRODUCTION

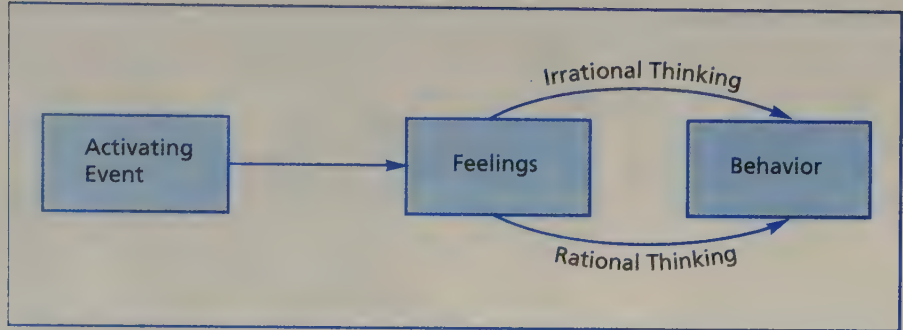
An **emotion** can be thought of as a feeling, such as jealousy, fear, love, joy, and grief, that influences our thinking and behavior. It is not an exaggeration to say that much of the human behavior we observe every day springs from feelings. An emotional experience often alters thought processes by directing attention toward some things and away from others.

Throughout each day our feelings are activated by a variety of events (see Figure 9.1). You might feel a sense of joy after learning that a coworker has just given birth to a new baby. You might feel overpowering grief after learning that your supervisor was killed in an auto accident. Angry feelings may surface when you discover that someone borrowed a tool without your permission. Once your feelings have been activated, your mind interprets the event. In some cases, the feelings trigger irrational thinking: "No one who works here can be trusted!" In other cases, you may engage in a rational thinking process: "Perhaps the person who borrowed the tool needed it to help a customer with an emergency repair." The important point to remember is that we can choose how we behave.

Feelings provide us with knowledge of our current emotional condition and the energy to act out our beliefs.² For example, after an argument with a coworker you may experience anger over your coworker's comments or regret about your own. Feelings serve as communication links with your emotions.

FIGURE 9.1

Behavior Is Influenced
by Activating Events



Emotional Intelligence

Daniel Goleman, author of the best-selling book *Emotional Intelligence*, challenges the traditional view of the relationship between IQ and success. He says there are widespread exceptions to the rule that IQ predicts success: “At best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces.”³ The focus of Goleman’s book are the human characteristics that make up what he describes as *emotional intelligence*. He identifies five fundamentals of emotional intelligence:⁴

- *Self-awareness*. This is awareness of our own thoughts and feelings and of the meanings of these inner states. Self-awareness gives us the ability to monitor feelings and understand how they influence behavior.
- *Handling emotions*. The ability to keep distressing emotions in check is a major key to emotional intelligence. Distressing feelings that become too intense (raging anger, for example) undermine our stability.
- *Self-motivation*. To achieve a goal may require delaying gratification (studying for an examination rather than attending a movie) or stifling impulsiveness. The capacity to resist an impulse in order to achieve emotional self-control is a fundamental psychological skill.
- *Empathy*. This is the ability to sense how someone else feels. The key to understanding another person’s feelings is the ability to read nonverbal cues such as tone of voice, gestures, and facial expressions. Empathy, according to Goleman, is the single human quality that leads us to override self-interest and act with compassion and kindness.
- *Social skills*. These are the skills that permit us to be effective in dealings with others. Social skills include the ability to build rapport quickly, mediate conflict, and help others soothe their feelings.

Research in the area of emotional intelligence continues. Toronto-based Multi-Health Systems Incorporated has developed the BarOn EQ-i, an assessment instrument designed to measure emotional intelligence. Although several companies are using this instrument, critics question whether a person’s

We often see a variety of emotions expressed at sporting events. Here we see Michelle Kwan, Olympic ice skater, crying after completing her silver medal performance. (AP/Wide World Photos)



“emotional quotient,” or EQ, can be measured with the precision of the IQ.⁵ The connection between emotional intelligence and career success is also being debated. What we do know is that each of the five fundamentals of emotional intelligence can be learned and improved on.

Emotional Balance

We carry inside us a large array of emotions that have been with us since birth and will be with us until death. However, we sometimes suffer from a lack of emotional balance because we learn to inhibit the expression of certain emotions and to overemphasize the expression of others. Some families, for example, discourage the expression of love and affection. Some people are taught from an early age to avoid expressing anger. Others learn that a public display of grief (crying, for example) is a sign of weakness. If as a child you were strongly encouraged to avoid the expression of anger, fear, love, or some other emotion, you may repress or block these feelings as an adult.⁶

Emotional imbalance also develops if we become fixated on a single emotion. The high incidence of violent crime in America has motivated some people to become almost totally infused with the emotion of fear. One writer noted that people who are preoccupied with fear may be intensifying the prob-

lem: “We have a habit of keeping ourselves overwhelmed, through the news media, with bad and scary things that have happened all over the world each day; and then the chronic pattern of worrying about which of these bad things might happen to us in the future.”⁷ To focus on one emotion to the exclusion of others creates a serious imbalance within us. A person obsessed with hatred toward a specific minority group will find it difficult to display compassion toward persons who are not members of that group. The emotion of hatred can overpower and extinguish the emotion of love.

The Myth of Negative Emotions

In our culture we have a tendency to label emotions as either “positive” or “negative.” Love, bliss, joy, and compassion are described as positive emotions. Guilt, fear, anger, grief, and envy are labeled negative emotions. Furthermore, negative emotions are often viewed as bad. Joan Borysenko, author of *Minding the Body, Mending the Mind*, states that negative emotions are human and, most of the time, appropriate: “The only negative emotions are emotions that you will not allow yourself or someone else to experience. Negative emotions will not harm you if you express them appropriately and then let them go. . . . Bottling them up is far worse.”⁸

The sudden loss of one’s job, the breakup of a marriage, failure to win a promotion, or the death of a loved one requires us to cope with powerful feelings. Learning how to cope with negative emotions is an important step toward achieving emotional health.

The Emotional Factor at Work

Emotions play a critical role in the success of every organization, yet many people in key decision-making positions—leaders with outstanding technical skills—fail to understand the important role emotions play in a work setting. In part, the problem can be traced to leadership training that emphasizes that “doing business” is a purely rational or logical process. One consultant put the problem into proper perspective when he said, “We are still trying to do business as if it requires only a meeting of the minds instead of a meeting of the hearts.”⁹

In some cases, emotional blindness can be very costly. Helen Barrett, a 57-year-old social work manager and former employee of Yale–New Haven Hospital, was awarded \$105,000 by a jury that decided she was fired in a manner that caused emotional distress. Barrett was forced to leave her personal belongings in a plastic bag and was escorted out the door by security guards in full view of coworkers. A supervisor told her she would be arrested for trespassing if she returned. This threat was made even though there had been no indications of disloyalty or criminal wrongdoing.¹⁰

Total Person Insight

"All of our technology is underutilized and will remain so until we put the emotion of doing business onto parity with the logical and rational aspects of performance improvement."

JAMES C. GEORGES

Chief Executive Officer, The Par Group

Emotional undercurrents are present in almost every area of every organization. Most banks, hospitals, retail firms, hotels, and restaurants realize that they need a relationship strategy—a plan for establishing, building, and maintaining quality relationships with customers. This type of plan is essential for success in today's marketplace, which is characterized by vigorous competition, very similar products, and customer loyalty dependent on quality relationships and quality products.¹¹ Front-line employees, those persons responsible for delivering quality service and building relationships, engage in "emotional labor," and those who have frequent contact with the public often find the work very stressful.¹² *Emotional labor*, which taxes the mind, is often more difficult to handle than physical labor, which strains the body.

Relationships are no less important in the international arena. James Georges, a consultant with considerable international experience, believes our preoccupation with purely rational processes is a barrier to success in the global marketplace. "Our preoccupation with logic, knowledge, data, facts, rational systems and procedures gets in the way of developing the 'heart skills' we need in order to do business successfully in a highly competitive, global market."¹³

Thinking / Learning Starters

1. Recall a situation at work or at school where the leadership displayed emotional blindness. What are some of the reasons the important role of emotions was not taken into consideration?
2. Do you agree that emotional undercurrents are present in almost every area of the typical organization? Can you think of any exceptions?

FACTORS THAT INFLUENCE OUR EMOTIONS

The starting point in achieving greater emotional control is to determine the source of emotional difficulties. Why do we sometimes display indifference when the expression of compassion would be more appropriate? Why is it so easy to put down a friend or coworker and so hard to recognize that person's accomplishments? Why do we sometimes worry about events that will never happen? To answer these and other questions, it is necessary to study the factors that influence our emotional development.

Temperament

Temperament refers to a person's individual style and frequency of expressing needs and emotions; it is biological and genetically based. It reflects a contribution by nature to the beginning of an individual's personality.¹⁴ Researchers have found that certain temperamental characteristics are apparent in children at birth and remain somewhat stable over time. For example, the traits associated with extroversion and introversion can be observed when a baby is born. Of course, many events take place between infancy and adulthood to alter or shape a person's temperament. Personality at every age reflects the interplay of temperament and of environmental influences, such as parenting.¹⁵

Subconscious Influences

The **subconscious mind** is a vast storehouse of forgotten memories, desires, ideas, and frustrations, according to William Menninger, founder of the famed Menninger Foundation.¹⁶ He noted that the subconscious mind can have a great influence on behavior. It contains memories of past experiences as well as memories of feelings associated with past experiences. The subconscious is active, continuously influencing conscious decision-making processes.

Although people cannot remember many of the important events of the early years of their lives, these incidents do influence their behavior as adults. Joan Borysenko offers this example:

Inside me there is a seven-year-old who is still hurting from her humiliation at summer camp. Her anguish is reawakened every time I find myself in the presence of an authority figure who acts in a controlling manner. At those moments, my intellect is prone to desert me, and I am liable to break down and cry with the same desolation and helplessness I felt when I was seven.¹⁷

This example reminds us that childhood wounds can cause us to experience emotions out of proportion to a current situation. Also, we often relive the experience in a context very different from the one we experienced as a child. A worker who is strongly reprimanded by an angry supervisor may experience the

same feelings that surfaced when he was scolded by his mother for breaking an expensive vase.

A promising breakthrough in understanding the influence of the subconscious came many years ago with the development of the transactional analysis (TA) theory by Eric Berne. After years of study, Berne concluded that, from the day of birth, the brain acts like a two-track stereo tape recorder. One track records events, and the other records the feelings associated with those events.

To illustrate how feelings associated with early childhood experiences can surface later in life, picture in your mind's eye a 3-year-old walking around his mother's sewing room. He picks up a pair of sharp scissors and begins walking toward the staircase. The mother spots the child and cries, "Tommy, drop those scissors! Do you want to kill yourself?" Tommy's tape recorder records both the event (walking with scissors) and the emotions (fear and guilt). Ten years later, Tommy is taking an art class and his teacher says, "Tommy, bring me a pair of scissors." As he begins to walk across the room, his mind is flooded by the feelings of fear and guilt attached to that earlier childhood event.

The practical applications of transactional analysis were discussed in such books as *I'm OK—You're OK*, written by Thomas Harris; *Staying OK*, by Amy Bjork Harris and Thomas Harris; and *Born to Win*, by Muriel James and Dorothy Jongeward. TA concepts have been incorporated into many corporate training programs.

Cultural Conditioning

A professor at Dartmouth College said, "Culture is what we see and hear so often that we call it reality. Out of culture comes behavior."¹⁸ A number of cultural influences are currently having a dramatic impact on the emotional health of American children and adults. According to the National School Boards Association, U.S. schools are being hit by an epidemic of violence. About one-quarter of all students say they have been victims of violence in or near their public schools.¹⁹

The rate of interpersonal violence in the United States is the highest among all industrialized countries. Americans of all ages are preoccupied with violence and encounter fictionalized violence in movies, TV programs, and video games. Research indicates that by the time most Americans reach the age of 18, they will have seen 40,000 made-for-TV murders and 200,000 acts of violence. The negative effects of televised violence appear to be increased aggression—both immediate and long term—in children and adults.²⁰ In addition to mass media violence, there is the real violence in sports as fights occur more frequently during games.

We are just beginning to understand the extent and seriousness of family violence in America. It appears to be far more common than most experts imagined. The authors of *No Safe Haven*, a major report on violence against

Azim Khamisa (second from left) and Ples Felix, with students at Birney Elementary School in San Diego, organized the first Violence Impact Forum—a program aimed at ending the culture of gang violence. After Khamisa's only son was killed by Felix's grandson, the two men put aside their differences and decided to join together to try to prevent further violence. (James Aronovsky)



women by an American Psychological Association task force, notes that as many as 4 million women experience a severe or life-threatening assault from a male partner in an average twelve-month period.²¹ Domestic abuse is the leading cause of injury to women in this country. Many people—both men and women—are victims of verbal aggression, which may take the form of insults or swearing. Verbal aggression can affect people in ways similar to physical aggression, and it is also sometimes the first step toward physical aggression.²²

Significant levels of violence, most commonly pushing, shoving, or slapping, occur in dating couples attending high school and college. These and other violent acts are committed by and against male and female students. The emotional reactions to these violent acts include confusion, anger, and sadness.²³

Too much violence makes it difficult for us to achieve an emotional balance. People who have experienced violence, or the threat of violence, express high levels of distress. As life becomes a constant state of tension and anxiety, their ability to build and maintain good relationships with others decreases.

Thus far we have established two important points regarding the role of emotions in our life:

1. *It is important that we remain open to the full range of emotions that influence our thinking and behavior.* Shakti Gawain, a pioneer in the field of personal growth, says, “Our feelings are an important part of the life force that is constantly moving through us. If we don’t allow ourselves to fully experience our emotions, we stop the natural flow of that life force.”²⁴
2. *Emotional undercurrents are present in every aspect of our work, and separating our mental and emotional energies at work is very difficult because they are so closely intertwined.*²⁵ We live in a society where many people are openly suspicious of emotions, so it is not surprising that in many work settings employees are encouraged to express their thoughts but not their feelings.

COPING WITH YOUR ANGER AND THE ANGER OF OTHERS

In the presence of disagreement or conflict we often experience primary feelings such as frustration, hurt, embarrassment, guilt, or insecurity. These feelings are often followed by the secondary feeling of anger. If someone strongly criticizes your work in front of coworkers, you may experience shame, alarm, or insecurity, which are primary feelings. Later, in the privacy of your office or home, you may begin to feel a strong sense of anger. You may say to yourself, “She didn’t have to criticize my work in front of everybody!”

Anger may be defined as the thoughts, feelings, physical reactions, and actions that result from unacceptable behavior by others.²⁶ The negative emotion of anger often triggers hostility. Learning to deal effectively with anger is a key to a healthy relationship and to your physical and mental health. The authors of *Anger Kills* say that about 20 percent of the general population has levels of hostility high enough to be dangerous to health, another 20 percent has very low levels, and the rest of the population falls somewhere in between.²⁷ Learning to deal with your anger, and the anger of other people, is one of the most sophisticated and mature skills people are ever required to learn. Intense anger takes control of people and distorts their perceptions, which is why angry people often make poor decisions.²⁸

Taking Control of Your Anger

When anger surfaces, we usually have several options. If another driver pulls out in front of your car and almost causes an accident, you will likely feel fear (a primary feeling) followed by anger (a secondary feeling). One option is to suppress the angry feelings. Another is to give way to irrational thinking and act out your angry feelings. You may be tempted to pull alongside the other driver and make a threatening gesture or shout obscenities. The consequences

of this action may be quite negative. The other person may respond with further threats, and conflict may evolve to a point where violence takes place. Even if no such response takes place, you may experience feelings of guilt or embarrassment after acting out your anger in a destructive manner.

Appropriate expressions of anger can reduce your anxiety and help you get rid of unhealthy stress. An expression of anger may also improve communication because the other person learns exactly how you feel. In deciding whether to express your anger, consider these factors:

1. *Try to determine what impact your message will have on the self-esteem of the other person.* Is this person able to hear and understand your feelings without feeling threatened, inferior, or defensive?
2. *Consider the stability of the relationship between yourself and the other person.* Is the relationship strong enough to withstand the impact of your anger? Will your expression of anger evoke defensiveness, resentment, or violence?
3. *Reflect on your need to express anger.* Would it be unhealthy to suppress this anger? Are there less risky outlets for your anger? For example, your anger might dissipate after you discuss the problem with a close friend or colleague who is a good listener.²⁹

It is often a good idea to engage in a quick self-examination before you express your anger. Try to pinpoint what triggered the anger. Are you relying on rational or irrational thinking? Anger is often the result of not having our needs met, so reflect on the source of the anger. Can it be traced to unfulfilled needs for belonging? For recognition? For security?

Effective Ways to Express Your Anger

Buddha said, “You will not be punished for your anger, you will be punished by your anger.” Intense anger that is suppressed will linger and become a disruptive force in your life unless you can find a positive way to get rid of it. Expressing feelings of anger can be therapeutic, but many people are unsure about the best way to self-disclose this emotion. To express anger in ways that will improve the chances that the other person will receive and respond to your message, consider these suggestions:

1. *Avoid reacting in a manner that could be seen as emotionally unstable.* If others see you as reacting irrationally, you will lose your ability to influence them.³⁰ Failure to maintain your emotional control can damage your image.
2. *Do not make accusations or attempt to fix blame.* It would be acceptable to begin the conversation by saying, “I felt humiliated at the staff meeting this morning.” It would not be appropriate to say, “Your comments at the morning staff meeting were mean spirited and made me feel humiliated.” The latter statement invites a defensive response.³¹
3. *Express your feelings in a timely manner.* The intensity of anger can actually increase with time. Also, important information needed by you or the

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"We all want to live sufficiently free from anger so that it isn't a problem, so that it doesn't prevent us from living successfully and harmoniously with other people and at peace within ourselves. This requires not just a philosophy, or a way of looking at things, it requires some skill-building."

KIMES GUSTIN

Author, *Anger, Rage, and Resentment*

person who provoked your anger may be forgotten or distorted with the passing of time.

4. *Be specific as you describe the factors that triggered your anger, and be clear about the resolution you are seeking.* The direct approach, in most cases, works best.

In some cases the person who triggers your anger may be someone you cannot confront without placing your job in jeopardy. For example, one of your best customers may constantly complain about the service he receives. You know he receives outstanding service, and you feel anger building inside you each time he complains. But any display of anger may result in loss of his business. In this situation you rely on your rational thinking power and say to yourself, "This part of my work is very distasteful, but I can stay calm each time he complains." Similarly, if the person who triggers your anger is your boss, and you cannot confront her without risking the loss of your job, you may have to defuse your anger in some other way. You might practice deep breathing, going for a long walk after work, or taking a few minutes out of your work to meditate.³²

How to Handle Other People's Anger

Dealing with other people's anger may be the most difficult human relations challenge we face. Most of us are not well prepared to deal with our own anger or the anger of others. The following skills can be learned and applied to any situation where anger threatens to damage a relationship.

1. *Recognize and accept the other person's anger.* The simple recognition of the intense feelings of someone who is angry does a lot to defuse the situation.³³ In a calm voice you might say, "I can see that you are very angry," or "It's obvious that you are angry."

2. *Encourage the angry person to vent his or her feelings.* By asking questions and listening carefully to the response, you can encourage the person to discuss the cause of the anger openly. Try using an open-ended question to encourage self-disclosure: “What have I done to upset you?” or “Can you tell me why you are so angry?”
3. *Do not respond to an angry person with your own anger.* To express your own anger or become defensive will only create another barrier to emotional healing. When you respond to the angry person, keep your voice tone soft. Keep in mind the old biblical injunction, “A soft answer turns away wrath.”³⁴
4. *Give the angry person feedback.* After venting feelings and discussing specific details, the angry person will expect a response. Briefly paraphrase what seems to be the major concern of the angry person, and express a desire to find ways to solve the problem. If you are at fault, accept the blame for your actions and express a sincere apology.

VIOLENCE IN THE WORKPLACE

An angry Ford Motor Company employee who recently had been disciplined carried a 9mm handgun into the Ford plant in Plymouth Township, Michigan. He killed a supervisor and then himself. This was the sixth shooting at a Detroit-area auto plant in three years.³⁵ Although this type of violence in the workplace is not a frequent occurrence, homicides committed by disgruntled current and former employees are increasing. Such attacks are often triggered by loss of a job, conflict between the employee and management, or a personal tragedy, such as divorce or separation. Abusive behavior by supervisors and managers is widespread, according to Columbia University psychologist Harvey Hornstein. In his book *Brutal Bosses and Their Prey*, Hornstein says the abusive behavior takes the form of verbal and physical threats, lying, deviousness, and sexual harassment.³⁶ A rigid, autocratic, impersonal work environment also appears to foster violence. Over the past decade, thirty-six people have been killed and twenty wounded at U.S. post office facilities across America. Over 10,000 Postal Service employees called a toll-free hotline during a recent twelve-month period to report potentially violent coworkers.³⁷

The person most likely to commit murder in the workplace is a middle-aged white male who is a loner without a family. He may have a fascination with weapons. Some are vengeful workers who have suffered other setbacks in their career, and being fired, passed over for a promotion, or abused in some way is the final insult. The perpetrator of workplace violence is often someone who finds his or her identity in the job, so its loss is a major blow to the person's self-esteem.³⁸

Although homicides get the most attention, they do not represent the most common form of workplace violence. Workplace violence encompasses a wide

range of behaviors including hostile remarks, intimidating another employee by stalking, physical assaults, and threatening phone calls. Nor is violence always directed toward a coworker or manager. As Martin Sprouse describes in *Sabotage in the American Workplace*, some disgruntled employees take out their rage and despair by damaging their employer's equipment, deliberately causing customer relations problems, or stealing office supplies.³⁹

Preventing Workplace Violence

The National Safe Workplace Institute estimates that incidents of workplace violence cost employers and others several billion dollars each year. This figure does not, of course, reflect the human suffering caused by acts of violence. Can workplace violence be prevented? Although violence cannot be eliminated, some steps can help curb violent behavior in the workplace.

1. *Use hiring procedures that screen out unstable persons.* In-depth interviews, drug testing, and background checks can help identify signs of a troubled past.
2. *Develop a strategy for responding to incidents before they actually occur.* Adopt a zero-tolerance policy that makes it clear that violent incidents will not be tolerated.⁴⁰
3. *If someone must be demoted, fired, or laid off, do it in a way that does not demoralize the employee.* Some rigid, authoritarian companies handle such personnel actions in a very dehumanizing manner.
4. *Provide out-placement services for laid-off or terminated employees.* These services may include development of job-search skills, retraining, or, in cases where the employee is displaying signs of aggression, counseling.
5. *Establish a systematic way to deal with disgruntled employees.* Federal Express Corp. developed the Guaranteed Fair Treatment program to provide a forum for employees who feel they have been treated unfairly. (Chapter 13 covers this and other conflict resolution programs in more detail.) Employee frustration builds in organizations where employees do not feel valued, respected, and heard.
6. *Provide supervisors and managers with training that will help them prevent workplace violence and deal effectively with violence if it does occur.* Workplace violence is a growing problem in America, but it is not a problem without solutions. As the workplace gets leaner, it need not become meaner.

EMOTIONAL STYLES

A good starting point for achieving emotional control is to examine your emotional style. How do you deal with emotions? Your style started taking shape

before birth and evolved over a period of many years. As an adult, you are likely to display one of four different emotional styles when confronted with strong emotions.

Suppressing Your Emotions

Many people have learned to suppress their feelings as much as possible. Some have developed intellectual strategies that enable them to avoid dealing directly with emotional reactions to a situation. In response to the loss of a loved one, a person may avoid the experience of grief and mourning by taking on new responsibilities at work. This is not, of course, a healthy way to deal with grief. Some people become upset but keep their anger bottled up inside. Controlling your anger does not mean ignoring injustices by others. The inability to express emotions has been linked to a number of mental and physical health problems. Research indicates that migraine headaches and back pain can sometimes be traced to suppressed emotions.⁴¹ Some heart attack patients are victims of their inhibited anger. They have blocked the feeling of anger and avoided the expression of this emotion toward the person or situation that provoked the feeling.⁴²

Capitulating to Your Emotions

People who display this emotional style see themselves as the helpless victim of feelings over which they have no control.⁴³ By responding to emotion in this manner, one can assign responsibility for the “problem” to external causes, such as other people or unavoidable events. For example, Paula, a busy office manager, is frustrated because her brother-in-law and his wife frequently show up unannounced on weekends and expect a big meal. Paula has a tight schedule during the week, and she looks forward to quiet weekends with her family. She has never expressed her anger to anyone because the uninvited guests are, after all, “family.” People who capitulate to their emotions often experience feelings of helplessness and simply suffer in silence.

Overexpressing Your Emotions

In a work setting, everyone needs to be seen as a responsible and predictable person. Angry outbursts can damage credibility. One of the quickest ways to lose the respect and confidence of the people you work with is to display a lack of emotional control. Foul and vulgar language in conjunction with an angry outburst can seriously damage a person’s image.

One acceptable way to release anger is to sit down with pen and paper and write a letter to the person who triggered your anger. Don’t worry about grammar, spelling, or punctuation—just put all your angry thoughts on paper.

Write until you have nothing more to say. Then destroy the letter. Once you let go of your angry feelings, you will be ready to deal constructively with whatever caused you to become upset.⁴⁴

Accommodating Your Emotions

At the beginning of this chapter we said an emotion can be thought of as a feeling that influences our thinking and behavior. Accommodation means you are willing to recognize, accept, and experience emotions and to attempt to react in ways appropriate to the situation. This style achieves an integration of one's feelings and the thinking process. People who display the accommodation style have adopted the "think before you act" point of view. Let's assume that as you are presenting a new project proposal at a staff meeting, someone interrupts you and strongly criticizes your ideas. The criticism seems to be directed more at you than at your proposal. Anger starts building inside you, but before responding to the assailant, you pause and engage in some rational thinking. During the few seconds of silence, you quickly make a mental review of the merits of your proposal and consider the other person's motives for making a personal attack. You decide the person's comments do not warrant a response at this point. Then you continue with your presentation, without a hint of frustration in your voice. If your proposal has merit, the other members of the group will probably speak on your behalf.

Do we always rely on just one of these four emotional styles? Of course not. Your response to news that a coworker was killed in an auto accident may be very different from your response to a demeaning comment made by your boss. You may have found appropriate ways to deal with your grief but have not yet learned to avoid lashing out at persons who trigger your anger. Dealing with our emotions is a very complex process. Selecting the most appropriate response can be very challenging.

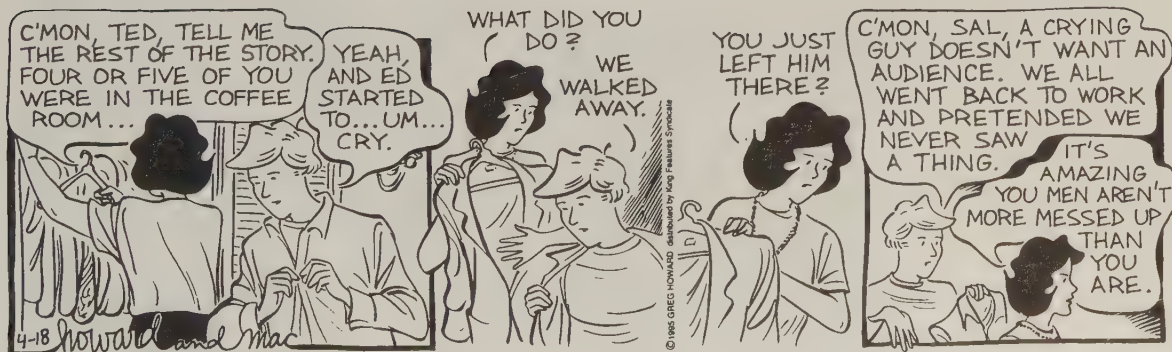
Thinking / Learning Starters

1. Think about the last time someone expressed his or her anger to you. Were you able to respond in an appropriate way? Was the relationship between you and the angry person damaged?
2. Try to recall a situation where you either suppressed your feelings or overexpressed your feelings. How did your behavior affect the other person?

Gender Differences in Emotional Style

Men often complain that women are too emotional. Women often complain that men are too rational and too insensitive to the emotions of others. Although these complaints are not valid in all cases, they can help us understand gender differences in emotional styles.⁴⁵ In many families, males are encouraged to hide their feelings, to appear strong and stable. Participation in team sports and work may reinforce this early conditioning. Many women say that when women talk about their emotions, men do not take their emotional needs seriously enough and do not respond with support and understanding. Joan Borysenko suggests that men take time to comfort a woman who wants to talk about an important problem and to validate her right to feel her emotions. An appropriate male response in this situation might be nothing more than a sincere acknowledgment of the problem: "Gee, Susan, I can see that you are really upset. Let's talk about the problem." Borysenko suggests that women keep in mind that many men find it difficult to talk about emotions and to display emotions. For example, many men still cling to the notion that crying is not a manly thing to do. Borysenko emphasizes that awareness of our own emotional style and that of the other person is very important. A good relationship does not require both people to have the same emotional style, but it does require each person to respect the other person's style.⁴⁶

Male versus female aggression has been the subject of much discussion in recent years. Men are much more violent than women, but we are not sure why. Anne Campbell proposes one explanation in *Men, Women, and Aggression*. She believes that men's and women's experience in society teaches them to view aggression differently. Women, according to Campbell, feel aggression is the failure of self-control. Men see aggression as a way of imposing control over



others and are therefore more likely to regard it as a legitimate means of assuming authority over the disruptive and frightening forces they encounter in life.⁴⁷

STRATEGIES FOR ACHIEVING EMOTIONAL CONTROL

We live our lives in two distinct worlds—one of fact and certainty and one of emotions and ambiguity. The world of certainty is that part of our lives that deals with objects and our rational side; the world of ambiguity deals with people and our feeling, or emotional, side—our human world. Too often we try to handle our human world in the same way that we handle our factual world.⁴⁸ Most of us are better prepared to deal with the rational side of our life because most of our previous education (formal and informal) emphasized this area. In this, the final part of the chapter, we share with you some practical suggestions for achieving greater control of the emotions that affect your life. Although emphasis is on the emotion of anger, the information pre-

New Jersey hockey player Reid Simpson (right) lands a punch to the jaw of Washington's Brendan Witt. Each of us must learn to take control of our anger. (AP/Wide World Photos)



sented here will help you deal with other emotions, such as fear, jealousy, hurt, and grief.

Identifying Your Emotional Patterns

We could often predict or anticipate our response to anger if we would take the time to study our emotional patterns—to take a running inventory of circumstances that touch off our anger and our response to anger. An easy way to do this is to record your anger experiences in a diary or journal, noting such details as when, where, with whom, and to what degree you became angry. How did you respond to the anger? How long did the feelings of anger last? If you expressed your angry feelings to the person who upset you, how did you feel afterward? These journal entries can provide a path to greater self-awareness and help you determine changes you want to make in your emotional style.

Tamra Reed, a graphic designer employed by a large newspaper, felt anger and frustration every time a coworker delivered material late. New to her position, Tamra was hesitant to discuss her feelings with the offending person, but she did record them in a journal. She recorded not only her conscious feelings, such as anxiety, but also other feelings in her body—a knot in her stomach and muscle tension when material arrived late. Tamra soon began to identify some patterns. The late arrival of the material meant she had less time to work on the final design, so her completed work often fell short of the high-quality standards she set for herself.

The journal entries helped Tamra become aware of ways to cope with her problem. She discovered that she had lost touch with the power of her own resources. Each time she accepted late material, she gave her power to the offending person. This was followed by feelings of anger toward herself and toward the person who turned in the material late. She finally resolved to stop accepting late material and made her intentions known to those who were missing deadlines.

If you don't feel comfortable with journal writing, consider setting aside some quiet time to reflect on your emotional patterns. Try to answer some specific questions about the way you deal with anger. What makes you angry? Have others learned which "buttons" to push in order to make you angry? What is your typical response to strong feelings of anger? Do you feel guilty after expressing anger? Do you find it hard to let go of resentment? A period of quiet reflection will help you focus your thoughts and impressions. Becoming a skilled observer of your own emotions is one of the best ways to achieve greater emotional control.

In addition to journal writing and quiet reflection, there is one more way to discover emotional patterns. At the end of the day, construct a chart of your emotional landscape. Make a chart (see Table 9.1) of the range of emotions you experienced and expressed during the day.⁴⁹ Your first entry might be "I

TABLE 9.1

Charting Your Emotional Landscape

Time	Circumstance	Emotion
6:00 A.M.	Alarm goes off. Mind is flooded by thoughts of all the things that must be done during the day.	Anxiety
7:10 A.M.	Depart for work. Heavy traffic interferes with plan to arrive at work early.	Anger and helplessness
8:00 A.M.	Thirty-minute staff meeting scheduled by the boss lasts fifty minutes. No agenda is provided. Entire meeting seems a waste of time.	Anger and frustration
9:35 A.M.	Finally start work on creative project.	Contentment
10:15 A.M.	Progress on project interrupted when coworker enters office, sits down, and starts sharing gossip about another coworker.	Anger and resentment
11:20 A.M.	Progress is made on creative project.	Contentment
1:45 P.M.	Creative project is complete and ready for review.	Joy and contentment
2:50 P.M.	Give project to boss for review. She says she will not be able to provide any feedback until morning. This delay will cause scheduling problems.	Frustration
4:00 P.M.	Attend health insurance update seminar sponsored by human resources department. No major changes are discussed.	Boredom
5:40 P.M.	Give up on a search for a missing document, turn off computer, and walk to parking lot.	Relief and fatigue

woke up at 6:00 A.M. and immediately felt _____.” The final entry might be “I left the office at 5:30 P.M. with a feeling of _____. ” What emotions surfaced throughout your workday? Resentment? Creative joy? Anxiety? Boredom? Contentment? Anger? Satisfaction? Reflect on the completed chart and try to determine which patterns need to be changed. For example, you might discover that your behavior is too often influenced by irrational thinking. Repeat this process over a period of several days in order to identify your unique emotional patterns.

Fine-Tuning Your Emotional Style

Once you have completed the process of self-examination and have identified some emotional patterns you want to change, it is time to consider ways to

Total Person Insight

"It's unfortunate that we're never really taught how to show emotion in ways that help our relationships. Instead, we're usually told what we should not do. However, too little emotion can make our lives seem empty and boring, while too much emotion, poorly expressed, fills our interpersonal lives with conflict and grief. Within reason, some kind of balance in the expression of emotion seems to be called for."

GERARD EGAN

Author, *You and Me*

fine-tune your emotional style. Getting rid of emotional imbalances can help you to live a fuller, more satisfying life. Here are four things you can begin doing today.

- *Take responsibility for your emotions.* How you view your emotional difficulties will have a major influence on how you deal with them. If your anger is triggered by thoughts such as "I can never make my boss happy" or "Things always go wrong in my life," you may never find an effective way to deal with this emotion. By shifting the blame to other people and events, you cannot achieve emotional control.
- *Put your problems into proper perspective.* Why do some people seem to be at peace with themselves most of the time while others seem to be in a perpetual state of anxiety? People who suffer from an emotional imbalance often are unable or unwilling to look at problems realistically and practically, and they view each disappointment as a major catastrophe. Some things are not worth getting upset about. When faced with unpleasant events, pause and ask yourself, "Is this problem worth getting angry about?"
- *Take steps to move beyond anger and resentment.* Some people are upset about things that happened many years ago. Some even nurse grudges against people who have been dead for years. The sad thing is that the anger remains long after we can achieve any positive learning from it.⁵⁰ Studies of divorce, for example, indicate that anger and bitterness can linger a long time. Distress seems to peak one year after the divorce, and many people report that it takes at least two years to move past the anger.⁵¹ When anger dominates one's life, whatever the reason, therapy or counseling may provide relief. Membership in a support group is often helpful.
- *Give your feelings some exercise.* Several prominent authors in the field of human relations have emphasized the importance of giving our feelings some exercise. Leo Buscaglia, author of *Loving Each Other*, says, "Exercise feelings. Feelings have meaning only as they are expressed in action."⁵² Sam

Keen, author of *Five in the Belly*, said, "Make a habit of identifying your feelings and expressing them in some appropriate way."⁵³ If you have offended someone, how about sending that person a letter of regret? If someone you work with has given extra effort, why not praise that person's work? If you have been nursing a grudge for some time, how about practicing forgiveness?

Every day of our personal and work life we face some difficult decisions. One option is to take only actions that feel good at the moment. In some cases, this means ignoring the feelings of customers, patients, coworkers, and supervisors. Another option is to behave in a manner that is acceptable to the people around you. If you choose this option, you will have to make some sacrifices. You may have to be warm and generous when the feelings inside you say, "Be cold and selfish." You may have to avoid an argument when your feelings are insisting, "I'm right and the other person is wrong!" To achieve emotional control often requires restructuring our ways of feeling, thinking, and behaving.

Summary

We carry inside us a vast array of emotions that help us cope with our environment. An emotion can be thought of as a feeling that influences our thinking and behavior. We sometimes experience emotional imbalance because we learn to inhibit the expression of certain emotions and overemphasize the expression of others. Emotions play a critical role in the success of every organization. Emotional undercurrents are present in almost every area of the organization, and they influence employee morale, customer loyalty, and productivity.

Our emotional development is influenced by temperament (the biological shaper of personality), our subconscious mind, and cultural conditioning. These influences contribute to the development of our emotional intelligence. Throughout the long process of emotional development we learn different ways to express our anger. Appropriate expressions of anger contribute to improved interpersonal relations, help us reduce anxiety, and give us an outlet for unhealthy stress. We must also learn how to handle other people's anger. It takes a great deal of effort to learn how to deal with our own anger and the anger of others.

In recent years we have seen an increase in workplace violence. Workplace violence encompasses a wide range of activities, including homicides, hostile remarks, physical assaults, and sabotage directed toward the employer. Although violence cannot be eliminated, steps can be taken to curb violent employee behavior.

To achieve emotional balance, we need to start with an examination of our current emotional style. When confronted by strong feelings, we are likely to display one of four different emotional styles: suppressing emotions, capitulating to them, overexpressing them, or accommodating them. Researchers suggest that there are gender differences in emotional style.

Emotional control is an important dimension of emotional style. The starting point in developing emotional control is to identify your current emotional patterns. One way to do this is to record your anger experiences in a diary or journal. Additional ways to identify emotional patterns include setting aside time for quiet reflection and developing a chart of your emotional landscape. Once you have completed the process of self-examination, you should consider appropriate ways to fine-tune your emotional style.

Career Corner

Q. When I started working for this company, I was never put in a situation where it was necessary to make presentations to others. After receiving a promotion to department head, I was expected to make monthly reports to my staff. I never feel comfortable in the role of group presenter. Hours before the monthly meeting I start feeling tense, and by the time the meeting begins I am gripped by fear. Two weeks ago, my boss asked me to make a presentation to senior management. Shortly before the meeting I started experiencing chest pain, sweating, and trembling. I told my boss I was sick and went home. Why am I so frightened of speaking to a group? Should I seek professional help?

A. It appears that you may have developed a social phobia. Social phobias are fears of situations in which the person can be watched by others. Phobias of various types are quite common—they currently afflict over 11 million Americans. Your problem could be serious, and you might consider seeking help from a qualified therapist. Psychotherapy can result in greater self-understanding and self-expression. Throughout the treatment you will learn new ways to cope with your problem. It is encouraging to note that about 80 percent of psychotherapy patients benefit from treatment.

Key Terms

emotion
temperament

subconscious mind
anger

Review Questions

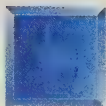
1. What is the relationship between feelings and emotion? What role do feelings play in our life?
2. What is meant by the term *emotional balance*? What factors create an *emotional imbalance*?
3. List and briefly describe the three factors that influence our emotional development.
4. Emotions play a critical role in the success of every organization, yet many leaders seem unaware of this fact. Why?

5. Describe the human emotion we call anger, and explain why it is important to learn to control one's anger.
6. What four steps can improve the chances that another person will receive and respond to your feelings of anger?
7. List four skills that can be used to effectively handle anger in other people.
8. Discuss what it means to accommodate your feelings. What are the positive aspects of this emotional style?
9. List and briefly describe four ways to fine-tune your emotional style.
10. Explain your understanding of the Gerard Egan Total Person Insight.

Application Exercises

1. Recall the last time you were angry at another person or were a victim of a situation that made you angry. For example, perhaps a housemate or roommate refused to pay her share of the grocery bill, or your manager accused you of wrongdoing without knowing all the facts. Then answer the following questions:
 - a. Did you express your anger verbally? Physically?
 - b. Did you suppress any of your anger? Explain.
 - c. What results did you experience from the way you handled this situation? Describe both positive and negative results.
 - d. If you could relive the situation, would you do anything differently? Explain.
2. To learn more about the way you handle anger, record your anger responses in a journal for a period of five days. When anger surfaces, record as many details as possible. What triggered your anger? How intense was the anger? How long did your angry feelings last? Did you express them to anyone? At the end of the five days, study your entries and try to determine whether any patterns exist. If you find this activity helpful, consider keeping a journal for a longer period of time.
3. To learn more about how emotions influence your thinking and behavior, complete each of the following sentences. Once you have completed them all, reflect on your written responses. Can you identify any changes you would like to make in your emotional style?
 - a. "When someone makes me angry, I usually . . ."
 - b. "The most common worry in my life is . . ."
 - c. "When I feel compassion for someone, my response is to . . ."
 - d. "My response to feelings of grief is . . ."
 - e. "When I am jealous of someone, my response is to . . ."

Internet Exercise



This chapter provides an introduction to important strategies for achieving emotional control. The Internet provides additional information about this important topic. Using your search engine, type in "emotional control," and determine what types of resources (such as

books, articles, and training programs) are available. Pay special attention to information on how one can achieve greater emotional control. Prepare a written report on your findings, and note any strategies that you would consider adopting.

Case 9.1

Love in the Workplace

Should the emotion of love be allowed to flourish in a business setting? Wal-Mart Stores, Inc., says the answer is no if the romance involves coworkers who are married to other people. Two Wal-Mart employees were fired when a manager learned they were dating. One was separated from her husband but not divorced. At that time, Wal-Mart Stores had a policy that said married employees cannot date coworkers. This policy has since been modified to ban dating between supervisors and their subordinates. The Richards Group, a Dallas advertising agency, has a similar policy. New employees are told at the outset that dating someone from the agency—married or single—is not tolerated. Stan Richards, founder of the company, believes that office romances interfere with providing good service to clients. Those who support Richards's position say that workplace romances often result in lower productivity when the couple takes extra-long lunches or long breaks. If fellow staffers feel that the couple is not doing their share of the work, feelings of anger or jealousy may develop.

George Mitchell, chief executive officer of Mitchell Energy & Development Corporation, takes a very different view of romance in the office. He says, "People meet and get married, and you can't really stop that. It's the way the world goes." Bill Gates, CEO of Microsoft Corp., would no doubt agree. He married Melinda French, a Microsoft employee he met at work. A number of social and economic trends seem to be encouraging romance at work. There are more women in the workplace than ever before. People with similar talents, backgrounds, and aspirations often meet on the job. An increasing number of men and women work long hours and have less leisure time than they used to have.

Corporate America seems to be getting more comfortable with love in the workplace. A large number of companies now employ married couples. Steelcase Inc., the Grand Rapids, Michigan, office furniture manufacturer, has over 300 married couples on its payroll. And most executives seem unconcerned about office romances. Nearly three-quarters of the CEOs who participated in a *Fortune* magazine poll said romances between workers are "None of the company's business."

Questions

1. Can you think of a situation where employment of married couples would create problems for a firm? Explain your answer.

2. Should organizations establish policies that prevent dating a coworker? A supervisor? Explain your answer.
3. Is an office romance likely to affect the productivity of the two workers involved? Is it likely to affect the people who work around the persons involved in the romance?

Case 9.2

Helping Employees Who Behave Badly

Organizations that want to survive in today's highly competitive global economy must learn how to deal with employees who behave badly. This includes the boss who frequently becomes angry and yells at employees. It also includes employees who treat customers with indifference and disrespect. Team members who cause friction and engage in infighting also need help. Many employees who behave badly are persons with valuable technical skills, so termination may not be an option. To salvage the career of an employee who possesses strong technical skills but lacks effective people skills is a challenge. Here is how some companies are meeting this challenge.

- At Chemical Bank, based in New York City, some candidates for management positions have been encouraged to complete the Dale Carnegie human relations course. A recent enrollee was a 32-year-old employee who had a degree in accounting. He had good technical skills, but Chemical wanted him to develop his people skills.
- David Prosser, chief executive officer of RTW Inc., a worker's compensation management firm in Minneapolis, received complaints about one of his managers. This person would become angry and yell at other employees. Most of the targets of his wrath were lower-level employees who wouldn't dare fight back. Other managers met with him to discuss his behavior, but he denied he had done anything wrong. Prosser viewed the manager as a valued employee, so he sent him to Executive to Leader Institute, a local coaching firm. After several months of personal coaching, the manager learned to control his anger.

More serious cases include employees who have substance addictions or serious personality disorders such as depression. A potentially violent employee can present the greatest challenge because discharging an employee with a mental disability may be viewed as illegal by the courts. Antibias laws such as the Americans with Disabilities Act can make it difficult for employers to fire mentally unstable workers. Legal pitfalls exist because it is often difficult to distinguish between conduct that is the result of a mental disability and conduct that is the result of generally unacceptable behavior. Companies must also determine the best way to deal with domestic violence that spills over to the job.

For example, many women who are victims of domestic abuse are threatened or abused while at work.

Questions

1. At Chemical Bank some employees are encouraged to complete the Dale Carnegie human relations course. What are the advantages and disadvantages of this approach?
2. A manager at RTW Inc. was given help in the form of personal coaching. What are the advantages and disadvantages of this approach?
3. What would be your response if a fellow worker suddenly became moody and caused friction in your department. Would you attempt to offer assistance, or would you wait for someone else to deal with the problem?

PART IV



If We All

Work Together . . .



Chapter 12

Team Building: A Leadership Strategy


Chapter 13

Effective Conflict Resolution Strategies





Chapter 12

Team Building: A Leadership Strategy



Chapter Preview

After studying this chapter, you will be able to

1. Explain the importance of teamwork in an organizational setting.
 2. Identify and explain common types of work teams.
 3. List six characteristics of an effective work team.
 4. Explain the behavioral science principles that support team building.
 5. Describe the team-building skills that leaders need.
 6. Describe the team-member skills that employees need.
- 
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TEINER/BRESSLER ADVERTISING received its first blow when Mary Faust, the major link to the agency's most important accounts, died in an airplane crash. The second blow came ten months later, when the firm's long-time president, Cy Steiner, committed suicide. Harry Bressler, the remaining partner, was preparing for retirement, so the job of running the company was given to John Zimmerman, the firm's creative director. He had no experience running an advertising agency, but he did know something about human behavior. Zimmerman asked himself, "What did I always want as an employee?" His answer? "Openness, honesty, and the ability to affect my future." With these thoughts in mind, he began the process of mobilizing his colleagues into a team and redefining the firm's culture.

Three months after Steiner's death, Zimmerman took all his employees to a retreat at a mountain-top lodge. After singing some inspiring songs, the staff formed small groups and focused on creating the ideal ad agency. After much discussion, they adopted a new way of doing business: "Serve however a client wishes." This meant that services would now be tailored to meet the specific needs of each client.

In the weeks following the retreat, Zimmerman distributed quarterly financial reports, and he placed a percentage of after-tax profits into a companywide bonus pool. In an effort to improve profits, everyone became more cost-conscious, and expenses dropped 25 percent. Weekly staff meetings are now held to keep everyone well informed. When Zimmerman became president, the agency was sliding toward financial ruin. Today Steiner/Bressler is a profitable agency with several new accounts. No one doubts that John Zimmerman's leadership style made the difference.¹ ■

Teamwork is often cited as the key to cost reduction, large production increases, gains in quality, and improved customer service. One of the major values that has surfaced throughout the past decade is teamwork over individualism. Almost every organization today is trying to develop the spirit of teamwork, and many organizations have organized their workers into teams. When a person assumes the duties of team supervision, the individual's title is likely to be "team leader" or "team facilitator." The changing role of this new breed of leader is discussed in this chapter. In addition, we discuss ways in which you can become an effective team member.

TEAM BUILDING: AN INTRODUCTION

Can the element of teamwork make a difference between the successful and unsuccessful operation of an organization? Yes, there is evidence that a leadership style that emphasizes **team building** is positively associated with high productivity and profitability. Problems in interpersonal relations are also less

common where teamwork is evident. Teamwork ensures not only that a job gets done but also that it gets done efficiently and harmoniously.

There is also evidence that team building can have a positive influence on the physical and psychological well-being of everyone involved. When employees are working together as a team, the leader and members often experience higher levels of job satisfaction and less stress.

Another positive outcome of teamwork is an increase in synergy. **Synergy** is the interaction of two or more parts to produce a greater result than the sum of the parts taken individually.² Mathematically speaking, synergy suggests that two plus two equals five. Teamwork synergy is encouraged at 3M Company, Quad/Graphics, Ford Motor Company, and other progressive companies.

Evolution of the Team Concept

Emergence of the team idea came with the now classic Hawthorne studies. Recall from Chapter 1 that this research was conducted by a group of Harvard professors at the suburban Chicago plant of Western Electric Company. Elton Mayo, one of the original researchers, noted that the Hawthorne experiment showed it was possible to take a random collection of employees and build them into a highly productive team. Mayo pointed out that certain factors were present that developed a spirit of teamwork. Teamwork was more likely to develop when the supervisor took a personal interest in each person's achievement, helped the group work together to set its own conditions of work, provided regular feedback on performance, and consulted the group before making changes.³

The concept of teamwork and the use of team-building activities to achieve teamwork have been around a long time. Some organizations work hard to get all employees to pull together as a team. Teamwork at a hospital, for example, may begin with acceptance of a common vision, such as providing outstanding health-care services. The only way to make this vision a reality is to obtain the commitment and cooperation of every employee. This will require meaningful employee participation in planning, solving problems, and developing ways to improve health care.

Thinking / Learning Starter

Review your work experience and try to recall situations in which a supervisor took a personal interest in you and your coworkers. What was the impact of this situation on members of the group? Did the supervisor fulfill Mayo's other three characteristics of a successful team manager?

The Transition to Team-Based Structures

One of the most popular workplace initiatives today is the development of organizations that are structured around teams. Over 40 percent of the organizations in America have adopted this approach.⁴ Teams have become popular because they encourage **participative management**, the process of empowering employees to assume greater control of the workplace.⁵ This section focuses on two of the most common types of teams: self-directed and cross-functional.

Self-Directed Teams **Self-directed teams** assume responsibility for traditional management tasks as part of their regular work routine. Examples include decisions about production quotas, quality standards, and interviewing applicants for team positions. A typical self-directed (or self-managing) team usually has five to fifteen members who are responsible for producing a well-defined product (such as an automobile) or service (such as processing an insurance claim). Team members usually rotate among the various jobs and acquire the knowledge and skills to perform each job. Each member eventually can perform every job required to complete the entire team task. Employees formerly concerned only with their own jobs suddenly become accountable for the work of the total team.⁶ One advantage of this approach is that it reduces the amount of time workers spend on dull and repetitive duties. Also, it taps the employees' full potential.

Published Image Inc., a small company that publishes shareholder newsletters for various mutual-fund companies, recently reorganized its employees into four largely autonomous teams. Each team has its own clients and its own staff of sales, editorial, and production workers. Team members can perform any task needed to meet daily deadlines. The use of self-directed teams at Published Image has resulted in lower employee turnover, improved morale, and better-quality newsletters.⁷

Cross-Functional Teams **Cross-functional teams** are task groups staffed with a mix of specialists focused on a common objective.⁸ These teams are usually temporary units with members from different departments and job levels. The teams are often involved in developing new work procedures or products, devising work reforms, or introducing new technology in an organization. Team members often provide a link among separate functions, such as production, distribution, finance, and customer service. If the workers are represented by a union, then union representatives are usually part of the team. Cross-functional teams often make major decisions that directly influence quality and productivity improvements. When the Cadillac Division of General Motors Corp. decided to build an all-new Seville, a cross-functional team made up of assembly workers, engineers, suppliers, and marketers designed the car. The result of this team effort was a sleekly styled, more agile auto designed to compete with Europe's best automobiles. The new Seville was an immediate sales success.⁹

Although we are seeing greater use of teams, this approach to employee participation is by no means a quick fix. In the case of self-directed teams, it can

Liberty Mutual has developed cross-functional teams made up of sales, underwriting, and loss-prevention experts. Here one of the teams helps customer Dale Shores (top) of the Roche Brothers grocery chain. (Steven Lewis)



sometimes take one or two years for members to learn all the tasks they will perform as they rotate from job to job. It also takes time for a team to mature to the point where it is comfortable making decisions in such areas as work scheduling, hiring, training, and ordering materials. Management must clearly state the purpose of the team and communicate clearly the interdependent nature of relationships among team members and other members of the organization.¹⁰

BASIC BELIEFS ABOUT TEAMWORK

Sam Walton, founder of Wal-Mart Stores, Inc., was at his best in the role of team builder. His coaching style was up close and personal, and he relied on face-to-face communication as a way of staying in touch with employees in Wal-Mart stores throughout America. Like all competent team leaders, Walton was a master of human nature and human relations, creating and nourishing team spirit throughout the company. Anyone who wants to develop the team-building style of leadership should study the basic beliefs and practices of people like Sam Walton.

McGregor's Influence

In the late 1950s, a book by Douglas McGregor entitled *The Human Side of Enterprise* presented convincing arguments that management had been ignoring certain important facts about people. He said that managers often failed to recognize the potential for growth and the desire for fulfillment characteristic of most workers. McGregor emphasized that “unity of purpose” is the main distinguishing characteristic of many productive work units. When a work group shares common goals and a common commitment, it accomplishes more than it would without them.

In *The Human Side of Enterprise*, McGregor discusses several characteristics of an effective work team.¹¹

1. The atmosphere of the workplace tends to be informal, comfortable, relaxed. There are no obvious tensions. It is a working environment in which people are involved and interested.
2. There is a lot of discussion about work-related issues. Virtually everyone participates, but contributions remain pertinent to the task of the group. If the discussion gets off the subject, someone will bring it back in short order.
3. The tasks or objectives of the group are well understood and accepted by the members.
4. The members listen to one another. The discussion does not jump around. Every idea is given a full hearing.
5. There is disagreement. The group is comfortable with this and shows no signs of having to avoid conflict.
6. People freely express their feelings as well as their ideas, both on the problem and on the group's operation. There is little avoidance, and there are few “hidden agendas.”

McGregor's views on the characteristics of effective work teams represent “classic” thinking. His thoughts continue to have merit today.

Total Person Insight

“We’ve felt that technical solutions would win the battle, but they never do. People win the battle of business. You could have the best technical solutions in the world, but if people don’t join in and feel like part of the team, you just don’t get anywhere.”

FRAN TARKENTON

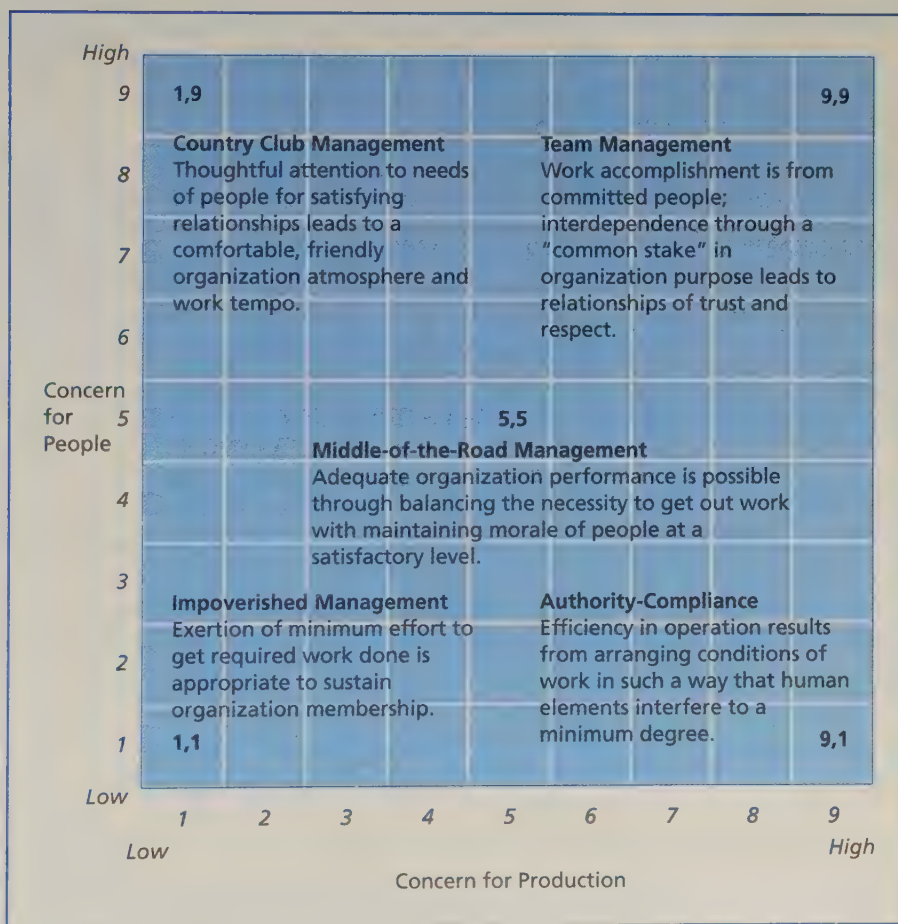
Author, *How to Motivate People* and “Tarkenton on Teambuilding”

The Leadership Grid®

In the early 1960s, Robert Blake and Jane Mouton authored a popular book entitled *The Managerial Grid*. As illustrated in Figure 12.1, the **Leadership Grid®** (formerly called the Managerial Grid®) is a model based on two important leadership-style dimensions: concern for people and concern for production.¹² Where work is physical, concern for production may take the form of number of units produced per hour or time needed to meet a certain production schedule. In an office setting, concern for production may take the form of document preparation volume and accuracy. Concern for people can be

FIGURE 12.1

The Leadership Grid®



Source: From *Leadership Dilemmas-Grid Solutions* by Robert R. Blake and Anne Adams McCanse (formerly the Managerial Grid Figure by Robert R. Blake and Jane S. Mouton. Gulf Publishing Company, p. 29. Copyright © 1991 by Scientific Methods, Inc. Reprinted by permission of *Scientific Methods*.

reflected in the way a supervisor views work and safety conditions, compensation, recognition for a job well done, and awareness of employees' need to be treated with respect. The Grid helps clarify how these two dimensions are related and establishes a uniform language for communication about leadership styles and patterns. Although there are many possible leadership styles within the Grid, five encompass the most important differences among managers. Blake and Mouton developed descriptive names for each.¹³

- *Impoverished management* (1,1). People with the **impoverished management** orientation might be classified as “inactive” managers. They display little concern for people or production. These managers give very little of themselves and expect little from others.
- *Country club management* (1,9). Low concern for production and high concern for people characterize the **country club management** orientation. These managers take steps to prevent unhappiness and dissension. Country-club managers are eager to accommodate, to avoid being seen as aggressive or demanding. Managers who rely on this style want to keep unhappiness in the work group at a minimum.
- *Authority-compliance management* (9,1). The **authority-compliance management** style is task-oriented, placing much attention on getting the job done. Managers with this orientation display concern for production, not people. They see people as instruments of production. To these managers, achieving performance or production goals is essential, regardless of the human cost.
- *Middle-of-the-road management* (5,5). Managers with a **middle-of-the-road management** style display moderate concern for both people and production. They see a limited amount of participative management as practical. These persons are primarily concerned with maintaining existing conditions in the organization. Middle-of-the-road managers are likely to act in accordance with traditions and be satisfied with modest performance.
- *Team management* (9,9). The **team management** style is a proactive style of management. Persons with this orientation display a high concern for both people and production. They recognize that results are achieved through people. Team managers reward the contribution of ideas and recognize accomplishments, but they also clearly communicate their expectations, hold employees to high standards, and provide regular feedback on performance.

Blake and Mouton have devoted more than thirty years to the study of the team-building leadership style. They maintain that this style is the one most positively associated with productivity and profitability, career success and satisfaction, and physical and mental health. The term “one best style” is used by the authors to describe the 9,9 orientation. They feel this leadership style can be applied effectively in almost any type of organization. This style, they state, achieves production through a high degree of shared responsibility coupled with high participation, involvement, and commitment—all of which are hallmarks of teamwork.¹⁴

Hall's Contributions

Jay Hall, founder of Teleometrics International Inc., a Texas-based consulting firm, completed a large-scale research project that supports the work of Blake and Mouton.¹⁵ He studied several thousand managers—their personalities and management styles and patterns. In his book *The Competence Process* he reports that high-achieving managers had a deep interest in both people and productivity and relied heavily on the participative approach. Low and moderate achievers, by contrast, avoided involving their subordinates in decision making.

Hall says the values that supervisors and managers hold dear flow from their basic convictions about the worth of the people who perform the work in an organization.¹⁶ Participative management practices are more likely to be fostered in an organization where supervisory-management personnel project confidence in the potentialities of subordinates than in organizations where they do not.

Thinking / Learning Starter

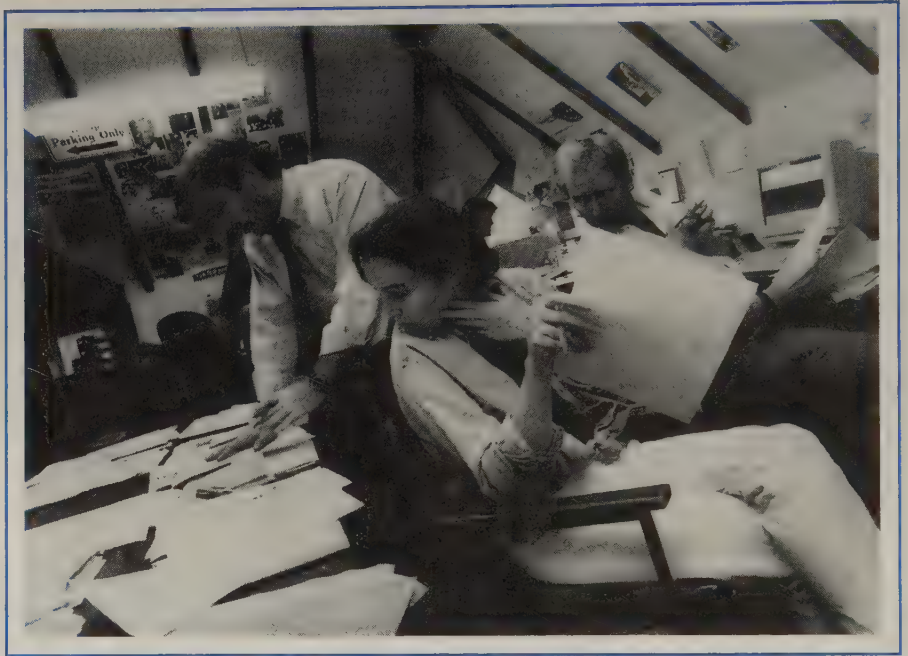
Think about the supervisors and managers you have worked for or have observed. How much concern did each display toward people? Toward production? Assign each supervisor or manager one of the five leadership styles developed by Blake and Mouton.

Behavioral Science Principles Supporting Team Building

In almost every field of study there are a few universal principles (sometimes called fundamentals) that are supported by research evidence. Principles can be thought of as general guidelines that are true regardless of time, place, or situation. In the field of human relations there are several principles—based on the behavioral sciences—that support the team-building leadership style. Blake and Mouton have developed a list of these principles and have applied them to the art of leadership.¹⁷

1. *Shared participation in problem solving and decision making is basic to growth, development, and contribution.* When people are encouraged to participate in making decisions that affect them, they develop an identity and a sense of control over their destiny. Those employees who never get the opportunity to make such decisions may develop a feeling of powerlessness. They may become passive and avoid opportunities to make contributions to the organization.

The editors of American Political Hotline, a daily faxed newsletter, must work as a team in order to maintain quality and meet deadlines. Here we see members of the staff making final decisions regarding newsletter format and content. (Gale Zucker/Stock, Boston, Inc.)



2. *Mutual trust and respect undergird productive human relationships.* Trust is a catalyst. When trust exists within an organization, a spirit of teamwork is more likely to exist. As trust ebbs, people are less open with each other, less interdependent, and less willing to work as a team.
3. *Open communication supports mutual understanding.* Everyone has a need to communicate. People are naturally curious and interested in what is happening within the organization. The mutual sharing of thoughts through constructive self-disclosure promotes a deeper bond among people and a greater spirit of teamwork.
4. *Conflict resolution by direct problem-solving confrontation promotes personal health.* A primary goal of team building is to provide a natural forum for

Total Person Insight

"When I trust myself, trust you, and trust the process, my behavior becomes personal, regardless of other factors in the situation."

Jack Gibb

Author, *Trust—A New View of Personal and Organizational Development*

conflict resolution. Conflict can drain people of the energy they need to perform their regular duties. Conflict produces stress, and stress is a major contributor to physical exhaustion.

5. *Responsibility for one's own actions stimulates initiative.* As humans grow and mature, they become less dependent on others and seek more control over their own lives. Generally adults tend to develop a deep psychological need to be viewed by others as self-directing. When adults are not permitted to be self-directing, resentment and resistance build.

TEAM-BUILDING SKILLS FOR LEADERS

Although many organizations are making the transition to a team-based structure, and some of these teams need little or no supervision, demand for leaders who possess team-building leadership skills will continue to be strong.¹⁸ This section discusses ways that supervisory-management personnel can become team builders. Later in this chapter, you will see how employees can contribute to the team-building process.

The wide range of types of supervisory-management positions may cause you to ask, Do people in these positions have much in common? Will team-building strategies work in most situations? The answer to both questions is yes. A great majority of successful supervisory-management personnel share certain behavior characteristics. Two of the most important dimensions of supervisory leadership—consideration and structure—have been identified in research studies conducted by Edwin Fleishman at Ohio State University¹⁹ and validated by several additional studies.

Consideration

The dimension of **consideration** reflects the extent to which a supervisor's or manager's relationships with subordinates are characterized by mutual trust, respect for the subordinates' ideas, consideration of their feelings, and a certain warmth in interpersonal relationships. When consideration is present, the supervisor-subordinate relationship is characterized by a climate of good rapport and two-way communication.

Consideration is important because people holding supervisory positions must be able to establish a three-way relationship. They must be able to build rapport (1) with the person who supervises their work, (2) with those supervisors who hold similar positions at the same level (horizontal relationships), and (3) with their employees who look to the supervisor for guidance and direction. The quality of these relationships has a direct bearing on the supervisor's overall success. Consideration is the equivalent of "concern for people" on the Leadership Grid®.

Structure

The dimension of **structure** reflects the extent to which a supervisor is likely to define and direct his or her role and the roles of subordinates toward goal attainment. Managers who incorporate structure into their leadership style actively direct group activities by planning, setting goals, communicating information, scheduling, and evaluating performance. People who work under the direction of a highly structured supervisor know what is expected of them. Structure is the equivalent of “concern for production” on the Leadership Grid®.

It is interesting to note that the dimensions of consideration and structure are independent of each other. A supervisor may be well qualified in one area but lack competence in the other. The good news is that anyone can consciously work to develop competence in both areas.

Improving Consideration Skills

The effective use of consideration skills is needed to create a positive and productive work environment. To improve the dimension of consideration, the following practices can be adopted.

Recognize Accomplishments When individual achievements are overlooked, supervisors miss a valuable opportunity to improve job relationships with subordinates. As noted in Chapter 10, people need recognition for good work, regardless of the duties they perform or the positions they hold. Of course, recognition should be contingent on performance. When recognition is given for mediocre performance, the supervisor is reinforcing a behavior that is not desirable.

Provide for Early and Frequent Success According to an old saying, “Nothing succeeds like success.” A supervisor should provide each employee with as many opportunities to succeed as possible. The foundation for accomplishment begins with a carefully planned orientation and training program. Supervisors and managers should review job duties and responsibilities, organizational policies and procedures, and any other pertinent information with their employees early in the relationship. No worker should have to rely on office gossip or the advice of a perennially dissatisfied employee for answers to important questions.

Take a Personal Interest in Each Employee Everyone likes to be treated as an individual. Taking a personal interest means learning the names of spouses and children, finding out what employees do during their leisure time, asking about their families, and acknowledging employee birthdays. Some supervisors keep a record of significant information about each of their workers (see Fig-

ure 12.2). This record is especially helpful for supervisors who are in charge of a large number of employees and find it difficult to remember important facts about each person.

Establish a Climate of Open Communication To establish a climate of open communication, the leader must be available and approachable. Employees should feel comfortable talking about their fears, frustrations, and aspirations. Communication is closely linked to employee morale—and morale is directly linked to productivity. Therefore, efforts to improve the communication process represent a good use of the supervisor’s time and energy.

The supervisor who wants to foster a climate of open communication will schedule periodic meetings where employees can exchange ideas or discuss problems with one another and the supervisor. Periodic meetings represent a form of “team maintenance.” Without such meetings, the work group may become less cohesive and less committed to common goals.

Discover Individual Employee Values Today’s lean, flatter organizations offer employees fewer opportunities for promotion, smaller raises, and less job security. As a result, many workers no longer feel secure or identify with the company. Supervisors should encourage employees to explore their values and determine if there is a match between what matters most to them and the work they are doing. If a value conflict turns up, the supervisor may be able to redesign the job or give an employee a new assignment.²⁰ Supervisors should also attempt to find out whether there are any conflicts between the employee’s job and personal life. A growing number of employees view their family and personal life as their primary source of satisfaction. The employee who feels pressured to work longer hours and assume greater responsibility may experience a major value conflict.²¹ Supervisors who are able to meet the needs of

FIGURE 12.2

Employee Information
Record

NAME: Sue Perez

DATE HIRED: 1/8/96

BIRTHDAY: 4/24/69

HOBBIES: Tennis and archery

FAVORITE MUSIC: Country-Western

SPECIAL INTERESTS: Active in the local recycling effort

COMMENTS: Sue is interested in management.

employees who have work/life conflicts embrace an important leadership fundamental: Live by your values, and encourage others to live by theirs.²²

Thinking / Learning Starter

Assume you are the manager of the record-keeping department at a small savings and loan association. Three of your employees are responsible for sorting and listing checks and keeping personal and commercial accounts up-to-date. A fourth employee handles all inquiries concerning overdrafts and other problems related to customer accounts. List five specific behaviors you could develop that would contribute to the supervisory-management quality described as *consideration*.

Improving Structure Skills

The supervisor who incorporates structure into his or her leadership style plays an active role in directing group activities. The team builder gives the group direction, establishes performance standards, and maintains individual and group accountability. The following practices can be used to develop the dimension of structure.

Clearly Define Goals Members of the group or team must possess a clear idea of what goals need to be accomplished. Supervisors and managers who are successful in motivating employees usually provide an environment in which appropriate goals are set and understood. Bob Hughes, a consultant in the area of team building, suggests establishing baseline performance data so progress can be assessed.²³ In an office that processes lease applications, where accuracy and speed are critically important, the baseline data might include the number of error-free lease applications the team processes in one day. In an ideal situation, team members will be involved in setting goals and will help determine how best to achieve the goals.

Encourage Individual and Team Goal Setting Setting and achieving goals can provide individuals and teams with a sense of accomplishment. Specific goals are more likely to motivate us than general goals. The goal-setting process is described in Chapter 17.

Some supervisors and managers are using a formal approach to goal setting called **management by objectives (MBO)**. Management by objectives is an

approach to planning and evaluation in which specific targets are established for a specific period of time. Ideally, the personal goals of the individual employee mesh with the overall goals of the organization. At a date set in advance, the supervisor meets with each subordinate, and together they agree on targets of performance. Depending on the type of organization, the targets might relate to improved accuracy, reduced absenteeism, increased sales, fewer accidents, or decreased expenses. At the end of the established time period, a review of accomplishments is conducted. Hopefully, the involvement of the employee in setting performance goals results in a higher degree of commitment toward achieving the objectives.

Provide Specific Feedback Often Feedback should be relevant to the task performed by the employee and should be given soon after performance. Feedback is especially critical when an employee is just learning a new job. The supervisor should point out improvements in performance, no matter how small, and always reinforce the behavior she or he wants repeated. The most relevant feedback in a self-directed work team usually comes from coworkers because team members are accountable to one another. Some self-directed work teams design their own performance appraisal system.

Deal with Poor Performance Immediately As a supervisor, you must give feedback to the person who does not measure up to your standards of performance. When members of the group are not held accountable for doing their share of the work, group morale may suffer. Other members of the group will quickly observe the poor performance and wonder why you are not taking corrective action. To achieve the best results, focus feedback on the situation, issue, or behavior, not on the employee.²⁴ A person can make a mistake and still be a valuable employee. Correct the person in a way that does not create anger and resentment. Avoid demoralizing the person or impairing his or her self-confidence.

Structure Versus Control

Many times supervisors and managers confuse control with structure, states Mardell Grothe, training program design consultant to the National Tooling Machining Association. He says, "Structure is good. It means laying out very clearly what you want and when you want it done and letting the persons react. Control is trying to dictate how it should be done from moment to moment."²⁵ When structure is present, employees know what is to be done but realize that they have some latitude in how to complete the task. Today's better-educated and better-informed employees appreciate structure but usually react negatively to too much control.

Thinking / Learning Starter

Assume the role of supervisor of a shipping department at a manufacturing plant. Your staff includes three dockworkers who load railcars and trucks, a forklift operator who assists with the movements of large portable platforms (pallets), and a dispatcher who maintains records of all products shipped. On a sheet of paper, list five specific behaviors that would help you develop the supervisory-management quality described as *structure* in this situation.

SITUATIONAL LEADERSHIP

The **Situational Leadership Model**, developed by Paul Hersey and his colleagues at the Center for Leadership Studies, offers an alternative to the Leadership Grid®. **Situational leadership** is based on the theory that the most successful leadership occurs when the leader's style matches the situation. Situational leadership theory emphasizes the need for flexibility.²⁶

Before we discuss the differences between the Leadership Grid® and the Situational Leadership Model, let's look at the similarities between the two. Both models are based on two nearly identical dimensions. Paul Hersey says that the primary behaviors displayed by effective managers in the Situational Leadership Model can be described as task behavior and relationship behavior. He offers the following definitions:

Task behavior is defined as the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. The behaviors include telling people what to do, how to do it, when to do it, where to do it and who's to do it. Relationship behavior is defined as the extent to which the leader engages in two-way or multi-way communication if there is more than one person. The behaviors include listening, encouraging, facilitating, providing clarification, and giving socio-emotional support.²⁷

Task behavior, concern for production, and structure really mean the same thing. And relationship behavior, concern for people, and consideration do not really differ. In essence, the situational leader and the person who uses the 9,9 team management style rely on the same two dimensions of leadership. Both use task behavior (concern for production) and relationship behavior (concern for people) to influence their subordinates.

What is the major difference between these two leadership models? Hersey says that, when attempting to influence others, you must (1) diagnose the readiness level of the follower for a specific task and (2) provide the appropri-

ate leadership style for that situation.²⁸ In other words, given the specific situation, you must decide how much task behavior and how much relationship behavior to display. Consider the situation when a rescue squad arrives at an accident scene. In this crisis-oriented situation, the leader of the squad may rely on a very structured leadership style because there is no time to talk things over or to seek feedback from squad members.

Space does not permit an in-depth comparison of situational leadership with the 9,9 team manager style. But we can point out that it is not possible to become a situational leader without first developing task behavior (structure) and relationship behavior (consideration). Therefore, mastery of the skills needed to apply the 9,9 team management style is a prerequisite to becoming a situational leader.

TEAMWORK: THE EMPLOYEE'S ROLE

Each member should assume an active part in helping the work unit achieve its mission. This means that every member of the work group can and should be a team member and a team builder. These dual roles are achieved when employees assume greater responsibility for the success of the work unit. Today's most

When Mercedes-Benz began hiring workers for its new Alabama-based auto plant, more than 40,000 people applied for 650 well-paying jobs. Mercedes was searching for people who would be able to work effectively on teams. (Michael Schwarz)



Total Person Insight

"The idea of acting morally must extend to how a company treats its employees. Rather than focusing just on what they earn, you listen to what they need. You harness their energy and opinions. You empower them. The old authoritarian mode no longer works."

ANITA RODDICK

Founder, Body Shop International

valued employees are those who are willing to assume leadership responsibilities.

Employees As Leaders

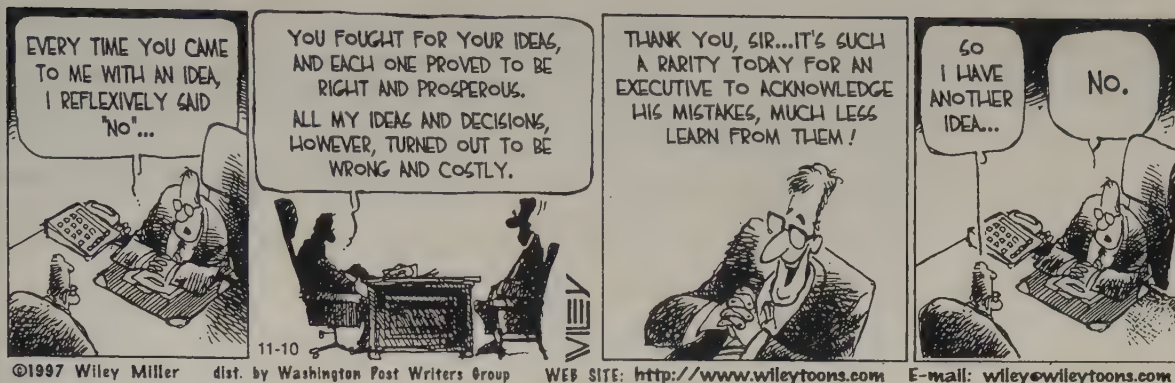
In traditional organizations there were leaders and followers, and the followers were not expected to develop leadership skills. Today, some of the most effective leaders are helping their work team members develop leadership skills so that the team's success will not ride on one person. At a time when most organizations are attempting to compete in a complex, ever-changing global market, there is real merit in establishing a diversity of leadership within the work group. If we are willing to expand our definition of leadership, we can see leaders everywhere.²⁹

- The passive "worker bee" frequently serves as a leader when the issue is how to get the work done.
- The "corporate counselor," who informally guides coworkers through stressful problems by merely listening, is an emotional leader.
- The rigid "rule follower" keeps our creativity from becoming irresponsible.

Will the "employees as leaders" approach catch on? J. Oliver Crom, CEO of Dale Carnegie & Associates, Inc., is optimistic. He says that leadership skills are needed at all levels of the organization and adds that "Every employee is a leader" might well be today's business slogan.³⁰

Becoming a Valued Team Member

At the beginning of this chapter, we described two types of teams and noted that teams are becoming more common in organizational settings. Throughout your working life, your success will very likely depend on your ability to be



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an effective team member. Here are some tips on how to become a respected team member in any organization.³¹

1. *Avoid becoming part of a clique or subgroup within the team.* As a member of a clique you will very likely lose the trust and respect of other team members.
2. *Avoid any action that might sabotage the team.* By engaging in frequent criticism of other team members, gossip, or other unconstructive behaviors, you undermine team efforts.
3. *Keep in mind that effective team membership depends on honest, open communication among team members.* Use the fundamentals of constructive self-disclosure discussed in Chapter 8.
4. *As a team member, do not feel the need to submerge your own strong beliefs, creative solutions, and ideas.* If the team members are about to make a decision that in your opinion is not “right,” do not hesitate to speak up and express your views.

Teamwork can be a very satisfying experience. It can generate positive energy and contribute to a sense of optimism about the future. As a team member you have the opportunity to assume a very important leadership role.

Managing the Relationship with Your Boss

The idea that you should manage the relationship with your boss may sound a little unusual at first. But it makes a lot of sense when you consider the advantages of assuming this responsibility. When the subordinate and the boss are both working to maintain a good relationship, conflict is less likely to surface. The boss-subordinate relationship is not like the one between parent and

child—the burden for managing the relationship should not and cannot fall entirely on the one in authority.

When you take time to manage the relationship with your boss, he or she will become more effective in performing his or her job. In many cases, managers are no more effective than the combined competence of the people they supervise. Some employees do not realize how much their boss needs assistance and support from them.

How do you go about managing your boss? Here are some general considerations.

Assess Your Own Strengths The boss represents only one-half of the relationship. The development of an effective working relationship also requires reflecting on your own strengths, weaknesses, work habits, communication style, and needs. What personal characteristics might impede or facilitate working with your boss? As one author puts it, the most important issue related to your adaptability to your boss's style is your own style. "The burden of assessment and adjustment falls more on you than on your boss."³²

Develop an Understanding of Your Boss Become familiar with this person's strengths, weaknesses, work habits, communication style, and needs. Spend time studying your boss. In some cases, the direct approach is best. Ask your boss, "How would you like me to work with you?" Try to determine his or her goals and expectations. What is the person trying to accomplish? Does your boss enjoy casual meetings to discuss business matters or formal meetings with written agendas?

Flex Your Communication Style In terms of communication style, is your boss supportive, emotive, reflective, or director? Once you have answered this question, begin thinking of how to flex your style in ways that will build rapport and avoid unnecessary stress. Remember, style flexing is a temporary effort to act in harmony with another person's dominant communication style (see Chapter 3).

Be Frank and Candid Suppose that to avoid conflict you almost never disagree with your boss—even when the boss is obviously wrong. Are you making a contribution to his or her growth and development? Obviously not. At times you must be your own person and say what is on your mind. The information you share with your boss may in fact contribute to his or her success. Chapter 8 provides some excellent tips on how to effectively self-disclose your thoughts and feelings.

As organizations become flatter, with fewer layers of management and more projects carried out by teams, collaboration will become more important. Effective team members are those who collaborate actively with their leader and other members of the team.³³

Summary

Teamwork ensures not only that a job gets done but also that it gets done efficiently. Therefore, successful teamwork can often make the difference between the profitable and the unprofitable operation of an organization. The team-building leadership style is effective because it is suited to the needs of most of today's employees.

Many companies are forming specific types of teams. Two of the most common are self-directed teams, and cross-functional teams.

An effective work team tends to be informal and relaxed, with no obvious tensions. People are involved, interested, and eager to participate in solving work-related problems. An effective work group also has clearly understood goals and objectives.

Two important dimensions of supervisory leadership contribute to team building. One of these dimensions, consideration, reflects the extent to which a supervisor maintains with employees relationships that are characterized by mutual trust, respect, and rapport. The other dimension, structure, reflects the extent to which a supervisor is likely to direct group activities through planning, goal setting, communication, scheduling, and evaluating. The Leadership Grid® helps clarify these two dimensions of leadership.

Members of an effective work group should assume effective leadership and membership roles. Each helps the group achieve its mission. Everyone assumes the role of team member and team builder.

Employees are in a unique position to give guidance and support to their supervisor or manager. Most bosses need this assistance and support to achieve success. To manage the relationship with your boss, it is first necessary to understand him or her. Next, you must assess your own strengths and try to identify personal characteristics that might impede or facilitate a working relationship. And finally, you must be frank and candid. Sometimes you need to disagree with your boss.

Career Corner

Q. I work for a company that frequently uses cross-functional teams to accomplish certain things. Whenever I serve on one of these teams, I feel frustrated. I want to get a promotion, but team assignments seem to hide my talents. How can I make the best of my next team assignment?

A. If your company is having success with these teams, the best way to get the attention of top management is to be an effective team member. When you get your next team assignment, make a quick study of how the group is working together and note any problems that could prevent the team from achieving its goals. Your visibility will increase if you find ways to enhance team performance. You might share important information with team members or offer to help team members develop some specific skills. In some cases it's possible to help your teammates grow while developing yourself.

Key Terms

team building	middle-of-the-road management
synergy	team management
participative management	consideration
self-directed teams	structure
cross-functional teams	management by objectives (MBO)
Leadership Grid®	Situational Leadership Model
impoverished management	situational leadership
country club management	
authority-compliance management	

Review Questions

1. In what ways did the Hawthorne studies contribute to the emergence of the team-building concept?
2. In *The Human Side of Enterprise*, Douglas McGregor discusses several characteristics of an effective work team. What was his view on disagreement?
3. Describe the two management-style dimensions of the Leadership Grid® developed by Blake and Mouton.
4. List and describe the two types of teams that are currently used by organizations.
5. What are some of the behaviors displayed by supervisors who are strong in the area of consideration?
6. What are some of the behaviors displayed by supervisors who are strong in the area of structure?
7. Briefly describe the formal approach to goal setting called management by objectives. What targets of performance might be established jointly by the employee and supervisor?
8. Provide a brief description of situational leadership. What are the major similarities between the Situational Leadership Model and the Leadership Grid®?
9. Describe four major considerations that should guide you in any attempt to manage your boss.
10. Tarkenton discusses people versus technical solutions in the Total Person Insight. Do you agree or disagree with his point of view?

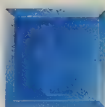
Application Exercises

1. Do women in managerial positions use a different approach than men? Judy Rosener, professor of management at the University of California and co-author of *Workforce America!*, says yes. She reports the following results of a survey sponsored by the International Women's Forum. First, women in this study were more likely to rely on personal characteristics such as charisma, interpersonal skills, and hard work as well as personal contacts (personal power) to achieve goals. They were less likely to use organizational position, title, and the ability to reward and punish (structural

power) to achieve goals. Second, women in this study used an “interactive” approach to leadership that encouraged participating, sharing power and information, and getting people excited about their work.³⁴

- a. Do you feel the results of this study are accurate? Do you agree with the findings?
 - b. Are there any risks involved in a leadership style that emphasizes personal power? Would this leadership style be appropriate for all types of organizations?
2. There is increasing pressure on organizations to allow employees’ personal problems to be brought to the attention of the supervisor or manager. Personal problems that can disrupt people’s lives include dealing with a teenager on drugs, coping with the needs of a frail parent, losing a babysitter, or getting a divorce. Schedule an interview with two persons who hold supervisory-management positions and ask these questions:
- a. Do you assume the role of mentor and counselor when an employee brings a personal problem to your attention?
 - b. Should you give the person with a serious problem some special consideration, such as time off, less demanding work, or professional help that is paid for by the company?
3. The skills needed to be an effective leader can be developed by anyone who is willing to invest the time and energy. It is possible to practice important leadership skills before you assume the duties of a supervisor or manager. Review the various ways to improve consideration and structure skills discussed in this chapter, and then begin searching for opportunities to practice these skills. Here are some opportunities for practice:
- a. Volunteer assignments in your community
 - b. Group assignments at work, at college, or at place of worship
 - c. Involvement in political, professional, or social activities

Internet Exercise



Many organizations are forming specific types of teams in order to increase employee participation and productivity. The Internet is an important source of information concerning this topic. Using your search engine, type in the following keywords:

team building
self directed teams
cross functional teams
quality circles

Review the resources (such as books, articles, and training programs) that are available, and then prepare a written summary of your findings. Pay special attention to criteria for effective teams and information that would help you become a productive team member.

Case 12.1**Competition or Cooperation?**

Is competitiveness vital to a successful career in business? Is it inevitable that we have winners and losers in the workplace? Is competition healthy or inherently destructive? Alfie Kohn, author of *No Contest—The Case Against Competition*, set out to answer these and other questions. As the title indicates, he is not in favor of competition. Here are some of his views:

1. Competition damages relationships among people and makes life more unpleasant than it needs to be.
2. Competition is not part of “human nature.” Given a choice, most people will try to avoid unusually competitive activities and organizations. When people act competitively, it is because they are taught to do so.
3. Superior performance does not require competition.
4. Success often depends on the efficient sharing of resources, which is unlikely to happen if people are pitted against one another.
5. Competition makes people suspicious and hostile toward one another, thus damaging efforts to promote teamwork.
6. Bonuses and incentives should not be offered as prizes if only one person or group can win.

Stephen Covey, author of *The 7 Habits of Highly Effective People*, seems to agree with Kohn. He says that “people who are oriented toward competition tend to think defensively and protectively and in terms of scarcity.”

What are the alternatives to competition? Kohn suggests placing more emphasis on cooperation. He suggests a move toward “positive interdependence,” an approach where group members depend on each other and are accountable to each other.

Questions

1. Do you agree or disagree with Kohn’s view that organizations should replace competition with cooperation?
2. Can an organization emphasize competition among workers and still maintain a spirit of teamwork?

Case 12.2**Wanted: A Few Good Women and Men**

Throughout a long period of mergers, buyouts, downsizing efforts, and the organization of workers into teams, you would expect to see a major decrease in the number of supervisory-management positions. But, although we have seen some thinning of the ranks, the number of career opportunities in

supervision and management is surprisingly high. Many skilled workers are promoted to first-line supervisory positions, and many first-line supervisors are promoted to middle-level managerial positions. You may have the opportunity to become a supervisor or manager sometime in the future, so now is the time to examine this career option. What qualities do you need to achieve success? What sacrifices might be needed if you accept a promotion to the position of supervisor or manager?

Today, supervisory-management personnel must be very adaptable and flexible, able to achieve success within a climate of change. The problems faced today are likely to be multidimensional and thus require a wide range of problem-solving skills and approaches. Here are some examples:

- Within today's work force you will find a multitude of values, expectations, and work habits. While maintaining high performance standards, leaders must display tolerance for persons who differ in age, gender, race, and physical traits. In some areas of the service industry, language barriers are common. Marriott International Inc. reports that members of its U.S. work force speak sixty-five different languages.
- The large-scale use of temporary workers is creating challenges for some supervisory-management personnel. We encourage supervisors to become well acquainted with each of their employees, but doing this is more difficult with temporary workers. More than 11 million workers telecommute from home, and many other employees work without a designated desk or office space—in an arrangement often described as “hoteling.” These workers present another type of challenge.
- Employees who were born after 1964, described as Generation X or “post-boomers,” may require a more flexible approach to supervision. Many of these people are not opposed to job hopping, take a dim view of written job descriptions and rules that crimp their freedom to be innovative, and seek work/life balance. These employees tend to be more individualistic than baby boomers.
- Organizations must continually make changes in order to adapt to a changing environment. Some of these changes will be descriptive. Supervisory-management personnel frequently introduce these changes and must win support for them.

Questions

1. Although supervisory-management positions are becoming more challenging, many people want these jobs. What motivates people to seek these positions?
2. Do you have the desire to become a supervisor or manager? If your answer is yes, discuss the reasons why you are interested. If your answer is no, explain the reasons why you are not interested.
3. Which of the challenges described above would be most difficult for you to deal with? Which of these challenges would you find most interesting?



Chapter 13

Effective



Conflict Resolution

Strategies



Chapter Preview

After studying this chapter, you will be able to

1. List and describe some of the major causes of conflict between people in the work setting.
 2. Explain the three basic conflict resolution strategies.
 3. Understand the role that assertiveness and cooperation play in personal conflict resolution.
 4. Identify key elements of the conflict resolution process.
 5. Understand the role labor unions play in conflict resolution.
 6. Discuss contemporary challenges facing unions and management.
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ODAY WORKERS face subtle conflicts over issues that did not exist fifteen to twenty years ago. For example, most families now depend on two incomes for economic survival. As a result, working parents are demanding and getting new rights and benefits to help balance their personal and professional lives. Flextime, available at some companies, allows working parents to tailor their arrival and departure times at work to fit their child-care arrangements. Many family-friendly employers allow workers time off to attend special activities that involve their children. Some firms offer parental and maternity leave to both fathers and mothers of newborn babies. Conflicts can arise if workers who have not yet started their families or who have chosen to be child-free feel slighted when benefits and privileges are awarded to workers with children. Child-free workers in some organizations are expected to maintain regular working hours while their coworkers adjust to child-care challenges by arriving late for work or leaving early. Child-free workers may be denied personal leave time to care for a critically ill spouse while other workers have time off related to a pregnancy. And sometimes—when it comes time to work late into the evening or on weekends—child-free workers are asked or told to put forth extra effort by employers who fear they will be criticized for interfering with the “family time” of working parents. Of course, conflict can also arise if working parents feel employers are exhibiting favoritism when they choose a child-free worker for a special assignment that might eventually lead to a promotion. ■

What are employers to do? Should they change the rules and regulations to avoid conflict? This may not be economically feasible. Should they treat everyone the same? This would be a giant step backward in organizational management, since most employees now want to be treated as unique individuals. As organizations struggle to resolve nontraditional conflicts, traditional management-versus-labor disputes, as well as numerous other conflicts in the workplace, conflict resolution becomes a necessary human relations skill for workers and managers alike.

A NEW VIEW OF CONFLICT

Most standard dictionaries define **conflict** as a clash between incompatible people, ideas, or interests. These conflicts are almost always perceived as negative experiences in our society. But when we view conflict as a negative experience, we may be hurting our chances of dealing with it effectively. Many books and articles imply that we must do everything in our power to eliminate the conflicts in our professional and personal lives. In reality, conflicts can serve as opportunities for personal growth if we develop and use positive, constructive conflict resolution skills.¹

Total Person Insight

"The rapid changes of the twentieth century have increased human conflict to the point that our sensibilities toward each other are becoming numb. The human capacity for adaptation may be working against our social relationships as we passively accept conditions that are not conducive to the effective resolution of interpersonal differences. Just as we adapt to bad air, tasteless food, polluted water, congested cities, and loud noise, we are also becoming callous and indifferent to the factors in our environment that are setting us at one another's throats."

GORDON LIPPITT

Consultant, Human Resource Development

Much of our growth and social progress comes from the opportunities we have to discover creative solutions to conflicts that surface in our lives. Dudley Weeks, professor of conflict resolution at American University, says conflict can be used to clarify a relationship, provide additional ways of thinking about the source of conflict, and open up possibilities for improving a relationship.²

Sometimes a difference of opinion is the first step in getting rid of outdated rules and regulations. When people work together to resolve conflicts, their solutions are often far more creative than they would be if only one person addressed the problem. Creatively managed conflict can shake people out of their mental ruts and give them new frameworks, new assumptions, and new points of view. The heart of effective human relations lies not in trying to eliminate conflict (an impossible task) but in making constructive use of the energy released by conflict.

Jerry Harvey, professor of management at George Washington University and author of *The Abilene Paradox and Other Meditations on Management*, says too much agreement is not always healthy in an organization. He points out that organizations, or departments within organizations, frequently take action that contradicts information they have for dealing with a problem or issue.³ Members of a work team, for example, may be so anxious to be viewed as "team players" that they do not voice their concerns even when they have doubts about a decision being made. Experiments have shown that team members who have a strong need to be connected to the group often change their opinions to avoid being in conflict with the majority—even when they know they are right.⁴ The result is that the team may decide on a course of action that some members know will fail.

The Cost of Conflict

The amount of time and money invested in conflict resolution is surprisingly high. It is estimated that management personnel spend about 20 percent of their time resolving disputes among staff members.⁵ Most managers have learned that when they address the source of a conflict rather than suppress it, lines of communication open and people begin talking *to* each other rather than *about* each other. This open communication helps workers feel that their opinion is valued and that they are a part of the team.

In some cases, the revenue loss due to unresolved conflict can be extremely high. A strike by the International Brotherhood of Teamsters against United Parcel Service cost UPS more than \$700 million in lost revenue.⁶ A strike by the United Auto Workers against Chrysler cost the automaker an estimated \$20 million a day in lost profits.⁷ In addition to dealing with this loss of revenue, UPS and Chrysler had to find ways to rebuild employees' and customers' trust and loyalty after the conflicts were ended.

Causes of Conflict

Conflicts among workers are caused by a wide range of factors. Some are major and need to be addressed through the legal system or labor union negotiations. Others seem relatively minor but can still have a major impact on the productivity of an organization. Here we discuss several causes of conflict that may help you anticipate, and therefore solve, people problems in your organization.

Ineffective Communication A major source of personal conflict is the misunderstanding that results from ineffective communication. In Chapter 2 we discussed the various filters that messages must pass through before effective communication can occur. In the work setting, where many different people work closely together, communication breakdowns are inevitable.

Often it is necessary to determine if the conflict is due to a misunderstanding or a true disagreement. If the cause is a misunderstanding, you may need to explain your position again or provide more details or examples to help the other person understand. If a disagreement exists, one or both parties have to be persuaded to change their position on the issue. Those involved in the conflict can attempt to explain their position over and over again, but until someone changes, the root problem will persist.⁸ This issue is discussed in greater detail later in this chapter.

Value Clashes In Chapter 5 you read that differences in values can cause conflicts between generations, among men and women, and among people with different value priorities. Consider the conflicts that might arise between "loyalists," who join their organization for life and make decisions for their own good as well as the good of the company, and "job-hoppers," who accept

*Angry confrontations
rarely result in effective
conflict resolution.*

*(Robert Brenner/
PhotoEdit)*



a job in order to position themselves for the next opportunity that might further their personal career advancement. The opportunities for value clashes are almost limitless in today's diverse organizations.

Culture Clashes For generations, culture clashes have occurred between workers not only from other countries but also from different parts of the United States. Today's diverse work force reflects a kaleidoscope of cultures, each with its own unique qualities. The individual bearers of these different cultural traditions could easily come into conflict with one another. The issues may be as simple as one person's desire to dress in ethnic fashion and a supervisor's insistence on strict adherence to the company dress code, or as complex as work ethics.

Total Person Insight

"Everything that irritates us about others can lead us to an understanding of ourselves."

CARL JUNG, M.D.

Swiss Psychologist

Work Policies and Practices Interpersonal conflicts can develop when an organization has arbitrary or confusing rules, regulations, and performance standards. Workers will see little correlation between job performance and salary advancement if they discover that another worker doing the same job is making more money or is being promoted faster than they are. Conflicts often arise over rules about smoking. A fifteen-minute break might be reasonable for most workers but unreasonable for smokers who need fifteen minutes just to walk to and from a designated smoking area. But if smokers are allowed to be away from their work for a longer period of time, nonsmokers may be upset.

Adversarial Management Under adversarial management, supervisors may view their employees and even other managers with suspicion and distrust and treat them as “the enemy.” Employees usually lack respect for adversarial managers, resenting their authoritarian style and resisting their suggestions for change. This atmosphere makes cooperation and teamwork difficult. Supervisors who display genuine concern for both people and production and are sensitive to employee needs have far fewer conflicts than do adversarial managers. Because of this, most organizations are encouraging a leadership style that encourages openness and mutual respect.

Noncompliance Conflict also surfaces when some workers refuse to comply with the rules and neglect their fair share of the workload. Coworkers get angry if they have to put forth extra effort to get the work done because others are taking two-hour lunch breaks, sleeping on the job, making personal phone calls during office hours, and wasting time. Now that so many organizations are organizing their work forces into teams, noncompliance has the potential for becoming a major source of conflict. The good news is that noncompliance is probably one of the easiest types of conflict to resolve. All employees—not just the supervisors—need to develop effective assertiveness skills so that they feel comfortable confronting the errant workers and asking for compliance. Some suggestions for appropriate assertive behaviors are offered later in this chapter.

Difficult People The focus of this book is to help you become a valued worker who is easy to get along with and productive regardless of your career path. However, you are likely to encounter coworkers who have not studied human relations. Some of them will be difficult to get along with, no matter what you do. In their book *Dealing with People You Can't Stand*, Rick Kirschner and Rick Brinkman identify ten types of difficult personalities (see Figure 13.1). They suggest four options you might consider when you work with difficult people:

1. Suffer in silence.
2. Change your attitude. You may not like the individual, but you can still work well together.
3. Change your behavior so that the difficult person has to learn new ways of dealing with you.
4. Look for a new job. Not all situations can be resolved.⁹

FIGURE 13.1**Dealing with People
You Can't Stand**

Difficult People	Human Relations Strategies
<p>The Tanks: Pushy and ruthless, loud and forceful, they assume that the end justifies the means.</p>	<p>When under attack, hold your position, make direct eye contact, focus on breathing slowly and deeply. When they finish, say, "When you're ready to speak to me with respect, I'll be ready to discuss this matter."</p>
<p>The Snipers: Identify your weaknesses and use them against you through sabotage behind your back or putdowns in front of the crowd.</p>	<p>Stop in midsentence and focus your full attention on them. Ask them to clarify their grievance. If it is valid, take action; if invalid, express your appreciation and calmly offer new information.</p>
<p>The Know-It-Alls: Will tell you what they know—for hours at a time—but won't take a second to listen to your "clearly inferior" ideas.</p>	<p>Acknowledge their expertise and be prepared with your facts. Use plural pronouns like <i>we</i> or <i>us</i>. Present your information as probing questions rather than statements so that you are less threatening and appear willing to learn from them.</p>
<p>The Think-They-Know-It-Alls: They don't know much, but they don't let that get in the way. They exaggerate, brag, mislead, and distract.</p>	<p>Acknowledge their input, but question their facts with "I" statements, such as, "From what I've read and experienced . . ."</p>
<p>The Grenades: When they blow their tops, they're unable to stop. When the smoke clears and the dust settles, the cycle begins again.</p>	<p>When the explosion begins, assertively repeat the individual's name to get his or her attention. Then calmly address the person's first few sentences, which usually identify the real problem. Suggest taking time out to cool down, then really listen to the problem.</p>
<p>The Yes Persons: They are quick to agree but slow to deliver, leaving a trail of unkept commitments and broken promises.</p>	<p>When they say yes, ask them to summarize their commitment and write it down. Arrange a weird deadline (9:11 A.M. on Thursday) and describe the negative consequences that will result if they do not follow through.</p>

(continued)

FIGURE 13.1

(cont.)

Difficult People	Human Relations Strategies
<p>The Maybe Persons: When faced with a crucial decision, they keep putting it off until it's too late and the decision makes itself.</p>	<p>List advantages and disadvantages of the decision or option. Help them feel comfortable and safe, and stay in touch until the decision is implemented.</p>
<p>The Nothing Persons: No verbal or nonverbal feedback. They tell you nothing and stare past you as if you're not there.</p>	<p>Use open-ended questions that begin with <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, or <i>how</i>; use humor; describe negative results of not talking to you.</p>
<p>The No Persons: Doleful and discouraging, they say, "What goes up must come down." And what comes down must never be able to get back up again.</p>	<p>Ask them to critique your ideas. This shows you are approaching the problem realistically and with an open mind. Listen to their feedback, fix the problems, then present the plan.</p>
<p>The Whiners: They wallow in their woe, whine incessantly, and carry the weight of the world on their shoulders.</p>	<p>Listen and write down their main points. Interrupt and get specifics; identify and focus on possible solutions. If they remain in "it's hopeless" mode, walk away saying, "Let me know when you want to talk about solving the problem."</p>

Source: From Rick Brinkman and Rick Kirschner, *Dealing with People You Can't Stand*. Copyright © 1994 by McGraw-Hill, Inc. Reprinted by permission of McGraw-Hill, Inc.

Thinking / Learning Starters

1. Have you ever experienced a conflict with a coworker? Explain. How did you handle the situation? Did you confront the other person? What were the results? Could you have handled the situation in a more productive manner? Explain.
2. Identify some of the causes of conflict in an organization in which you worked as an employee or volunteer. What types of conflict seemed to cause the most trouble among people?

DEALING WITH CONFLICT

In baseball, if two runners try to occupy the same base at the same time, there is conflict. It is an exciting situation, but if a positive solution is not found quickly, both they and their team will be losers. We must accept the fact that anytime two or more people are brought together, the stage is set for potential conflict. When conflict does occur, the results may be positive or negative, depending on how those involved choose to approach it.

When a difference of opinion has progressed to open conflict, various conflict resolution strategies may be needed to resolve the issue. When a conflict resolution strategy is applied, all opposing parties may or may not be satisfied with the outcome. Generally speaking, if any of the parties involved are dissatisfied, the conflict will probably arise again in the future.

Some of the most common approaches used to resolve conflict include withdrawing from an actual or potential dispute, smoothing it over, compromising, enforcing a solution, and confronting the situation directly. These and other approaches can be grouped into three basic conflict resolution strategies: win/lose, lose/lose, and win/win.

Win/Lose Strategy

When you rely on the **win/lose strategy**, you achieve your goals at the expense of others. Determining when to use this strategy depends on how severe the problem is and what results are desired from the solution. Although this approach may solve the conflict on a short-term basis, it usually does not address the underlying causes of the problem. When one person wins and the other loses, the loser is likely to resent the solution and may feel like a victim. In one sense, this approach simply sows the seeds for another conflict because the “loser” may seek revenge.

In a work setting, the strategy can be applied in either of two principal ways: The manager rules, or the majority rules. In the first way, the manager acts as an autocrat, deciding on the solution and stating that it is final; a mandate settles the matter. Indeed, the manager can threaten the security of the others if they refuse to accept the solution: “Either do as I say, or find a job somewhere else!” In the second way, a vote can be taken, and the majority wins. Unless the vote is unanimous, someone will be on the losing side.

When might the win/lose strategy be used? It can serve in situations where two factions simply cannot agree on any solution or may not even be able to talk to each other. A long-standing feud among workers may also be an instance where a solution may need to be imposed on all parties concerned. In such cases, the concern is not so much to maintain good human relations as it is to ensure that the work gets done.

Lose/Lose Strategy

All parties lose when the **lose/lose strategy** is used. Despite the negative overtones associated with this term, the lose/lose strategy can be called on to eliminate conflicts—again, depending on the results desired. Basically, this strategy can be applied in three ways.

First, both parties can be asked to compromise. Each person involved must “give in” to the other and must judge what degree of compromise is acceptable. When the sacrifices are too great, both parties may feel that too much has been given.

Second, an arbitrator, a neutral third party, can decide how the conflict should be resolved. This process often results in a solution being imposed on the disputing parties. The arbitration process may take from each side as much as it gives in the effort to reach a final settlement.

Third, going by the rules can also resolve a conflict, but it may not take into consideration the particulars of a case. If a worker requests more flexible working hours because he or she must arrange child care, the manager may settle the issue by quoting the company rule that everyone starts at nine and leaves at five, no exceptions. This leaves the worker worrying about child-care concerns, while the manager may lose productivity from the employee.

The lose/lose strategy can be applied when there is little time to find a solution through discussion and mutual problem solving or when the two sides cannot come to an agreement. Union-management disputes, for example, may be submitted to arbitration for a settlement.

In general, the lose/lose and win/lose strategies create a “we versus they” attitude among the people involved in the conflict rather than a “we versus the problem” approach. We versus they (or “my way versus your way”) means that participants focus on whose solution is superior instead of working together to find a solution that is acceptable to all concerned. Each person tends to see the issue from his or her viewpoint only and does not define the problem in terms of mutual needs and goals.

Win/Win Strategy

The basic purpose of the **win/win strategy** is to fix the problem—not the blame! Those who use this strategy listen to all points of view, define the basic issues, and create an atmosphere of trust among all involved. Everyone must believe that the problem will be settled on the merits of the case rather than through political or personal influence. Those involved in the win/win process should be flexible, sensitive, patient, and calm. No one should feel threatened or humiliated. The result of the win/win strategy will be a solution to the problem that caused the conflict—one that meets individual needs, results in mutual benefits, and strengthens the relationship. Table 13.1 cites the assumptions of the win/win strategy.

TABLE 13.1

**Assumptions of the
Win/Win Strategy**

Given these assumptions and the opportunities to act on them, conflicts can be resolved to meet the needs of all involved, if sufficient information is available.

1. People want to work together.
2. People can work together to solve mutual problems.
3. People respect each other's right to participate in decisions that affect them.
4. People respect each other's integrity.
5. People respect each other's capabilities.
6. People working in the same organization share the common goals of the group.

Source: Excerpted with permission of the publisher from *Managing Conflict* by Donald H. Weiss. © 1981 AMACOM, a division of the American Management Association. All rights reserved.

Workers at this Georgia-Pacific sawmill have dropped recorded injuries to 70 percent of the industry average. They have learned that bypassing OSHA standards is literally hazardous to their health. They understand the same "macho" actions that used to make them heroes now get them in trouble with management. (Ann States/SABA)



Fighting to win has become an extension of the skills we learn to succeed in a world characterized by competition. The winner becomes a powerful victor and the loser a resentful victim. Their interpersonal trust is diminished. When the parties in a conflict put aside their competitive urges and their pride, it is possible to open a sincere dialogue. Mutual trust is built by striving to protect the self-esteem and self-respect of the other person.

Assertiveness: A Personal Strategy for Resolving Conflict

Assertiveness is based on rights. **Assertive behavior** involves standing up for your rights and expressing your thoughts and feelings in a direct, appropriate way that does not violate the rights of others. It is a matter of getting the other person to understand your viewpoint.¹⁰ People who exhibit assertive behavior skills are able to handle their conflicts with greater ease and assurance

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Association of Retired
Persons.

On Manners by Jerry Marcus



"Let me finish! You always say 'You win' before I've won."

Total Person Insight

“Any method of negotiation may be fairly judged by three criteria: It should produce a wise agreement if agreement is possible. It should be efficient. And it should improve or at least not damage the relationship between the parties.”

ROGER FISHER AND WILLIAM URY

Authors, *Getting to Yes*

while maintaining good interpersonal relations. Use assertive behaviors when you sense someone is taking advantage of you, ignoring your needs, or disregarding your point of view.

Some people do not understand the distinction between being aggressive and being assertive. **Aggressive behavior** involves expressing your thoughts and feelings and defending your rights in a way that violates the rights of others. Aggressive people may interrupt, talk fast, ignore others, and use sarcasm or other forms of verbal abuse to maintain control. They do not view conflict resolution as a strategy for improving relationships. Aggressive behavior, of course, may bring out the worst in those on the receiving end. The receivers are likely to behave defensively, which just escalates the conflict.

People who attempt to avoid conflict by simply ignoring things that bother them are exhibiting **nonassertive behavior**. Nonassertive people often give in to the demands of others, and their passive approach makes them less likely to make their needs known. If you fail to take a firm position when such action is appropriate, colleagues may take advantage of you, and management may question your ability to lead.¹¹ Table 13.2 may give you a clearer understanding of how assertive, aggressive, and nonassertive individuals respond when confronted with conflict situations.

How to Become More Assertive If you are aggressive, nonassertive, or less assertive than you would like to be in certain situations, do not be discouraged. With practice, you can acquire the sense of well-being that comes with knowing that you can communicate your wants, dislikes, and feelings in a clear, direct manner without threatening or attacking others. Entire books are written describing assertiveness skills, so it is impossible to explain the various techniques within the context of this short chapter. Nevertheless, we can offer you practical guidelines that may help you develop assertiveness skills.

1. *In the beginning, take small steps.* Being assertive may be difficult at first, so start with something that is easy. You might decline the invitation to keep

TABLE 13.2

**Behaviors Exhibited
by Assertive,
Aggressive, and
Nonassertive Persons**

	Assertive Person	Aggressive Person	Nonassertive Person
In conflict situations	Communicates directly	Dominates	Avoids the conflict
In decision-making situations	Chooses for self	Chooses for self and others	Allows others to choose
In situations expressing feelings	Open, direct, honest, while allowing others to express their feelings	Expresses feelings in a threatening manner; puts down, inhibits others	Holds true feelings inside
In group meeting situations	Direct, clear, "I" statements: "I believe that . . ."	Clear but demeaning "you" statements: "You should have known better . . ."	Indirect, unclear statements: "Would you mind if . . ."

the minutes at the weekly staff meeting if you feel others should assume this duty from time to time. If you are tired of eating lunch at Joe's Diner (the choice of a coworker), suggest a restaurant that you would prefer. If someone insists on keeping the temperature at a cool 68 degrees and you are tired of being cold all the time, approach the person and voice your opinion. Keeping other people from getting what they want, while asking that your desires be considered, is not necessarily a bad thing.¹²

2. *Use communication skills that enhance assertiveness.* A confident tone of voice, eye contact, firm gestures, and good posture create nonverbal messages that say, "I'm serious about this request." Using "I" messages can be especially helpful in cases where you want to assert yourself in a nonthreatening manner. If you approach the person who wants the thermostat set at 68 degrees and say, "You need to be more considerate of others," the person will likely become defensive. However, if you say, "I feel

uncomfortable when the temperature is so cool,” you will start the conversation on a more positive note.

3. *Be soft on people and hard on the problem.* The goal of conflict resolution is to solve the problem but avoid doing harm to the relationship. Of course, relationships tend to become entangled with the problem, so there is a tendency to treat the people and the problem as one. Your coworker Terry is turning in projects late every week, and you are feeling a great deal of frustration each time it happens. You must communicate to Terry that each missed deadline creates serious problems for you. Practice using tact, diplomacy, and patience as you keep the discussion focused on the problem, not on Terry’s personality traits.

Conflict Resolution Styles

Depending on personality and past experiences in dealing with conflict in the workplace, individuals naturally develop their own conflict resolution styles. Through training in assertiveness and conflict resolution, individuals can learn to recognize their own style as well as the styles of others. They can learn how and when to adapt their behavioral style to deal effectively with conflict situations.

Robert Maddux has proposed a conflict resolution model that combines two factors: degree of assertiveness and degree of cooperation (see Figure 13.2). He suggests that there are five different styles resulting from various combinations of assertiveness and cooperation. Maddux takes the position that differing styles may be appropriate in different situations. He says, for example, if you must win at any cost, then the *win/lose style* may be your best option. If your goal is to maximize cooperation, even at the expense of personal goals, then the *accommodating style* would be your best choice.

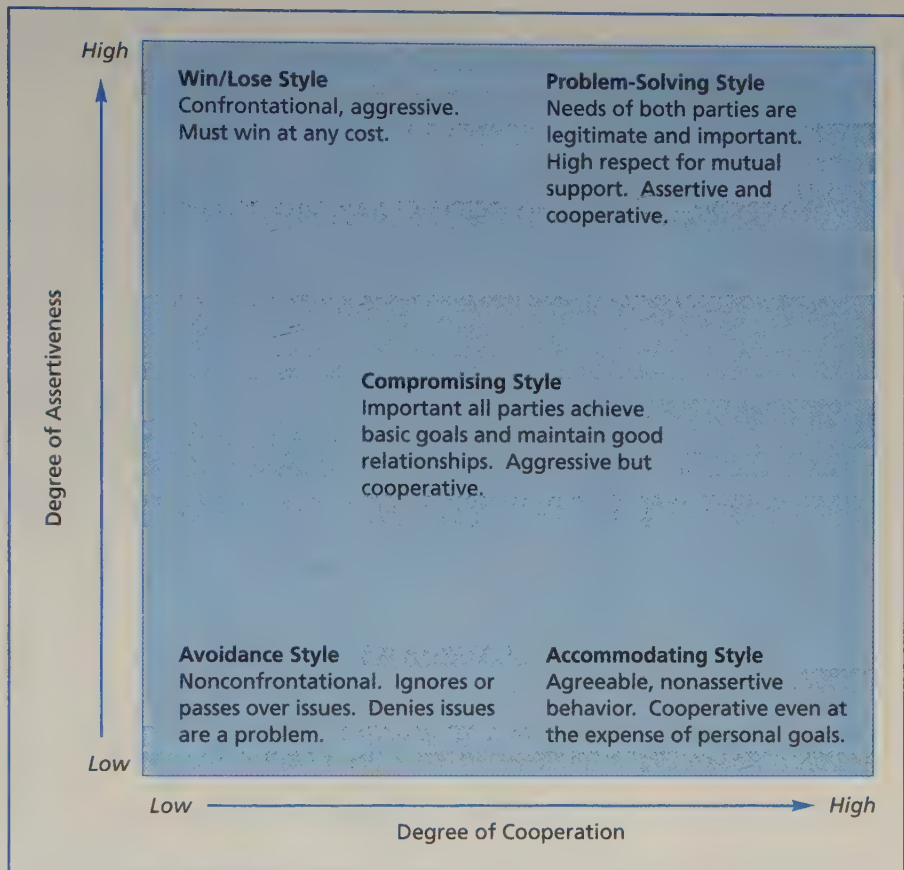
Avoidance Style (Uncooperative/Nonassertive) This style is appropriate when the conflict is too minor or too great to resolve. Any attempt to resolve the conflict might result in damaging a relationship or simply wasting time and energy. Avoidance might take the form of diplomatically sidestepping an issue or postponing your response until a more appropriate time.

Accommodating Style (Cooperative/Nonassertive) This style is appropriate when resolving the conflict is not worth risking damage to the relationship or general disharmony. Individuals who use this approach relinquish their own concerns to satisfy the concerns of someone else. Accommodating might take the form of selfless generosity or blind obedience to another’s point of view.

Win/Lose Style (Uncooperative/Aggressive) This style may be appropriate when the conflict involves “survival of the fittest,” when you must prove your superior position, or when your opinion is the most ethically or profes-

FIGURE 13.2

Conflict Resolution Styles



Source: Adapted from Robert B. Maddux, *Team Building: An Exercise in Leadership*, Crisp Publications, Inc., Menlo, CA, 1986, p. 53. Reprinted by permission of the publisher.

sionally correct. This power-oriented position allows you to use whatever means seem appropriate when it is time to stand up for your rights.

Compromising Style (Moderately Aggressive/Moderately Cooperative)

This style is appropriate when no one person or idea is perfect, when there is more than one good way to do something, or when you must give to get what you want. Compromise attempts to find mutually acceptable solutions to the conflict that partially satisfy both sides. Never use this style when unethical activities are the cause of the conflict.

Problem-Solving Style (Assertive/Cooperative) This style is appropriate when all parties openly discuss the issues and a mutually beneficial solution can be found without anyone making a major concession. Problem solvers attempt

to uncover underlying issues that may be at the root of the problem and then focus the discussion toward achieving the most desirable outcome. They seek to replace conflict with collaboration.

Thinking / Learning Starters

1. Imagine and describe the human relations atmosphere in an organization where win/lose strategies are consistently applied.
2. Briefly describe the most recent conflict you had with another person. How assertive were you? How assertive was the other person? Who won? Who lost? How might you have changed your conflict resolution style to better handle the situation?

CONFLICT RESOLUTION PROCESS

In the past, the responsibility for conflict resolution was often given to supervisors, department heads, team leaders, shop stewards, mediators, and other individuals with established authority and responsibility. Today, the picture is changing as more companies are organizing workers into teams. The trend toward increased worker participation in decision making and problem solving (employee empowerment) is also having an impact on conflict resolution practices. Many progressive organizations want employees to resolve their own conflicts whenever possible. This means that every employee needs to possess conflict resolution skills. The **conflict resolution process** consists of five steps that can be used in both work and family situations.

Step One: Decide Whether You Have a Misunderstanding or a True Disagreement

David Stiebel, author of *When Talking Makes Things Worse!*, says a misunderstanding is a failure to accurately understand the other person's point. A disagreement, in contrast, is a failure to agree that would persist despite the most accurate understanding. In a true disagreement, people want more than your explanation and further details; they want to change your mind.¹³ When we fail to realize the distinction between these two possibilities, a great deal of time and energy may be wasted. Consider the following conflict situation.

As Sarah entered the driveway of her home, she could hardly wait to share the news with her husband Paul. Late that afternoon she had met with her

boss and learned she was the number-one candidate for a newly created supervisory position. Sarah entered the house and immediately told Paul about the promotion opportunity. In a matter of seconds, it became apparent that he was not happy about the promotion. He said, “We don’t need the extra money, and you do not need the headaches that come with a supervisory position.” Expecting a positive response, Sarah was very disappointed. In the heat of anger, Sarah and Paul both said things they would later regret.

If Sarah and Paul had asked each other a few questions, this conflict might have been avoided. Prior to arriving home, Sarah had already weighed the pros and cons of the new position and decided it was not a good career move; however, she wanted her husband’s input before making the final decision. This conflict was not a true disagreement, in which one person tries to change the other person’s mind; it was a misunderstanding that was the result of incomplete information. If Sarah and Paul had fully understood each other’s position, it would have become clear that a true disagreement did not exist.

Step Two: Define the Problem and Collect the Facts

The saying “A problem well defined is a problem half solved” is not far from the truth. It is surprising how difficult this step can be. Everyone involved needs to focus on the real cause of the conflict, not on what has happened as a result of it. At this stage, it is helpful to have everyone write a one- or two-sentence definition of the problem. When everyone is allowed to define the problem, the real cause of the conflict will often surface.

As you begin collecting information about the conflict, it may be necessary to separate facts from opinions. Ask questions that focus on who is involved in the conflict, what happened, when, where, and why. What policies and procedures were involved? Collection of all the facts may be impossible in a particular case, but as long as the major points are identified, the process can keep moving.

Step Three: Clarify Perceptions

Your perception is your interpretation of the facts surrounding the situations you encounter. Perceptions can have a tremendous influence on your behavior. In a conflict situation, it is therefore very important that you clarify all parties’ perceptions of the problem. You can do this by attempting to see the situation as others see it. Take the case of Laura, a sales representative who was repeatedly passed over for a promotion even though her sales numbers were among the best in the department.

Over a period of time Laura became convinced that she was the victim of gender discrimination. She filed charges with the Equal Employment Opportunity Commission (EEOC), and a hearing was scheduled. When Laura’s boss was given a chance to explain his actions, he described Laura as someone who

was very dedicated to her family. He said, “It’s my view that she would be unhappy in a sales management position because she would have to work longer hours and travel more.” He did not see his actions as being discriminatory. Laura explained that she valued the time she spent with her husband and children but achieving a management position was an important career goal. Laura and her boss’s perceptions of the same situation were totally different.

Dudley Weeks says there are some important questions to be asked as you clarify perceptions of the conflict. What does each party think the conflict is about? Is the conflict over deeply held values or just preferences? Is the conflict over goals or methods? The answers to these questions can be important components of the conflict resolution process.¹⁴

Step Four: Generate Options for Mutual Gain

Once the basic problem has been defined, the facts surrounding it have been brought out, and everyone is operating with the same perceptions, everyone involved in the conflict should focus on generating options that will fix the problem. Some people, however, do not consider generating options to be part of the conflict resolution process. Rather than broadening the options for mutual gain, some individuals want to quickly build support for a single solution. The authors of the best-selling book *Getting to Yes* say, “In a dispute, people usually believe that they know the right answer—their view should prevail.”¹⁵ This is where brainstorming comes in. **Brainstorming** is a process that encourages all those involved in the conflict to generate a wide variety of ideas and possibilities that will lead to the desired results. No one should be allowed to evaluate, judge, or rule out any proposed solution. Each person is encouraged to tap his or her creative energies without fear of ridicule or criticism. Once all options are on the table, you will need to eliminate those that will not lead to the desired results and settle on the most appropriate ones.

Step Five: Implement Options with Integrity

The final step in the conflict resolution process involves finalizing an agreement that offers win/win benefits to those in conflict. Sometimes, as the conflict resolution process comes to a conclusion, one or more parties in the conflict may be tempted to win an advantage that weakens the relationship. This might involve hiding information or using pressure tactics that violate the win/win spirit and weaken the relationship. Even the best conflict solutions can fail unless all conflict partners serve as “caretakers” of the agreement and the relationship.¹⁶

Establish timetables for implementing the solutions, and provide a plan to evaluate their effectiveness. On a regular basis, make a point to discuss with others how things are going to be sure that old conflict patterns do not resur-

face. Conflict resolution agreements must be realistic and effective enough to survive as the challenges of the future confront them. Avoid the temptation to implement quick-fix solutions that may prove to be unsatisfactory in a few weeks.¹⁷

Beware of Defensive Behaviors

Progress toward conflict resolution is often slowed or sidetracked completely by defensive behaviors that surface when individuals are faced with unwarranted criticism, reminders of their shortcomings, or threats to their security. When one person in a conflict situation becomes defensive, others may mirror this behavior. In a short time, progress is slowed because people stop listening and begin thinking about how they can defend themselves against the other person's comments.

We often become defensive when we feel our needs are being ignored. Our needs form one of the essential foundations of our relationships, and when they are ignored or treated as unimportant, the relationship cannot realize its full potential.¹⁸ For example, conflict can surface when the supervisor's need to meet a higher productivity quota collides with the workers' needs to have a life beyond the demands of the workplace. If the higher quota requires overtime, employees' need for leisure time or time with their families may be jeopardized. When the needs of both parties are jeopardized, defensive behaviors may result. In a conflict such as this, all parties involved should ask themselves: "What does the other person need so that he or she will feel positive about this relationship?" In this case, the conflict resolution process would then resolve around discovering ways to raise productivity within the current work schedule.

Another way to prevent defensive behavior from interfering with conflict resolution is to consciously maintain a positive image of the other people involved. Cleanse your mind of negative thinking, contempt, and regrets about things that may have caused the conflict.¹⁹ Openly talk about your desire to keep the relationship strong, and praise their suggestions that contribute to resolving the conflict.

Alternative Dispute Resolution

At times, you and your coworkers or employer may not be able to reach a satisfactory resolution to your conflicts. You may believe you have been fired without cause, sexually harassed, discriminated against, overlooked for a promotion, or unfairly disciplined. Your only recourse may be to ignore the situation or take your employer to court. Ignoring the situation does not make it go away, and court battles can take years and can be extremely expensive. In some instances, you may have a legitimate complaint but not a legal claim. To

help keep valued employees content and out of court, many organizations such as Levi Strauss, Alcoa, and TRW have created formal Alternative Dispute Resolution programs, or ADRs.

These programs usually involve any or all of the following: an open door policy that allows you to talk confidentially with upper management personnel, a toll-free hot line where employees can air grievances and get general advice, a peer review panel that investigates and attempts to resolve the problem, a third-party mediator who listens to arguments and attempts to forge a mutually acceptable solution, or an arbitrator who imposes a final and binding solution to the problem.²⁰ TRW's program offers an additional benefit. The ADR is mandatory for all employees with an unresolved grievance, but the arbitration option is *nonbinding*. If an employee is not pleased with the outcome, he or she is still able to take legal action. But if TRW is not pleased, the organization cannot appeal the arbitrator's decision but must abide by it.²¹

Federal Express Corp. has a similar procedure, which it calls the Guaranteed Fair Treatment process (GFT). Employees who believe they have been treated unfairly can appeal a manager's decision through the GFT. Each week the CEO and two top officers of the company personally hear appeals that have worked their way through the system. Cases that have merit are turned over to a panel of five employees, three of whom are picked by the appealing employee, for a final and binding decision.²² Every effort is made to process a complaint within one or two weeks. Although Federal Express spends \$2 million a year to administer the program, the company views it as a good investment that keeps the organization productive and out of court.

THE ROLE OF LABOR UNIONS IN CONFLICT RESOLUTION

Labor unions were given the legal right to organize and represent workers by the National Labor Relations Act of 1935 (the Wagner Act), and the Labor-Management Relations Act of 1947 (the Taft-Hartley Act). These two laws spell out the rights and obligations of both unions and management.

Before these laws came into effect, individual employees were virtually powerless against management. If a worker was injured, became ill and could not work, or had trouble keeping up with the production schedule, he or she could be fired and replaced with no recourse. Labor unions helped employees overcome this unfair treatment. By organizing their efforts, unionized employees were able to speak with one powerful voice when requesting resolution of their grievances to management. If their needs were not met, union members could fight back by walking out, slowing down productivity, or calling a strike against the company.

But the work force has changed dramatically during the past decade, and laws written in the 1930s and 1940s are not sufficient to meet today's environ-

ment. Traditional labor relations procedures have become outdated with the rapid growth of temporary and contract workers, dual-income families, and telecommuters. Only 16 percent of today's workers belong to a labor union. Subtract government workers and that figure falls to only 10 percent of private industry workers.²³ During the past few years, several employers have fired employees attempting to organize a union within their organizations, even though such punitive action is illegal.²⁴

Because of this evolution, most union leaders are choosing to work more closely with management to achieve common goals rather than perpetuate the traditional adversarial relationship. Many employers working to build a partnership with unions have achieved economic gains greater than those of companies that use union-busting methods, such as firing striking workers and union organizers. A research team at Wayne State University studied both types of employers and concluded that cooperation provides the best payoff.²⁵ The old "us versus them" union is out, and the new cooperative, participative union emphasizing flexibility and innovation is in.

Item: Representatives of the International Association of Machinists contacted management at Alcoa's Denver plant asking if they could help create a high-performance work system. The company agreed to send three managers with IAM's Denver leaders to a weeklong union school in Maryland, where they learned how to set up a labor-management partnership and spur productivity—and in the process protect jobs. IAM then sent experts to the Denver location to help union leaders and managers from manufacturing to marketing create team systems and joint decision-making councils. Their focus was not on the traditional battle for improved wages and benefits; rather, it was on improving product delivery, customer satisfaction, and profitability.²⁶

Item: Management at Inland Steel Co. agreed to place a union representative on the board, gave union members profit-sharing opportunities, and established strong job-security guarantees in return for simpler work rules and job reductions through attrition.²⁷

Item: An agreement between the 6,200 members of the Amalgamated Clothing and Textile Workers Union and management at Xerox Corp. worked so well that Xerox brought 300 jobs from overseas to their plant in Utica, New York, where management expects higher quality and savings of \$2 million a year. Xerox CEO Paul A. Allaire said, "I don't want to say we need unions if that means the old, adversarial kind, but if we have a cooperative model, the union movement will be sustained and the industries it's in will be more competitive."²⁸

Most management-labor union disputes escalate when the employment contracts that establish the workers' wages, benefits, and working conditions expire and need to be renegotiated. The overwhelming majority of employment contracts are settled through **collective bargaining**, a process that defines the rights and privileges of both sides involved in the conflict and establishes the terms of employment and length of the contract (usually from

three to five years). However, if labor and management cannot settle their differences, they may submit their disputes to one of the following:

- **Mediation**—A neutral third party listens to both sides and suggests solutions. It carries no binding authority. Both parties are free to reject or accept the mediator's decision.
- **Voluntary arbitration**—Both sides willingly submit their disagreements to a neutral party. The arbitrator's decision must be accepted by both sides.
- **Compulsory arbitration**—When the government decides that the labor-management dispute threatens national health and safety or will damage an entire industry, it can appoint an arbitrator who dictates a solution that is binding on both sides and can be enforced in a court of law.

When collective bargaining, mediation, and arbitration are not enough to settle disputes, union leaders may recommend and members may vote to go on strike against their employers. A strike generally results in a lose/lose situation in which workers lose paychecks, employers lose sales, customers lose products or services, and communities lose economic stability. Even if the workers receive a raise or increased benefits, it often takes a long time to overcome the negative economic impact and damaged relationships that often result from a strike.

Contemporary Issues Facing Labor Unions

A Purdue University labor relations expert stated that unions have declined in power and influence because of the rapid growth of advanced technology and their lack of planning for a changing society that includes working women, who are just as concerned about family issues as they are about their wages.²⁹

Technology has changed the world's economy from a stable, manufacturing-dominated entity to a high-tech, service- and communications-oriented one. Technicians and engineers are less interested in being unionized. And telecommuters can create work environments to suit their own needs; they do not depend on a hierarchy to provide them with comfort and security. New laws and practices allow individuals to sue their employers, complain to regulators, or call the media's attention to a problem without the help of union leadership. If unions can identify unmet needs of these individuals, whatever they may be, and satisfy those needs, union membership will have an opportunity to grow.

For decades, labor unions were considered "brotherhoods." Men held the dominant leadership roles even though membership included millions of women. Although unions may say they are advocates for all members, in some cases their female members' needs have been ignored. In the famous Mitsubishi sexual harassment lawsuit, women reported at least twenty instances of widespread sexual harassment and sought help against their harassers from top officials at the United Auto Workers, but the union leadership re-

fused to intervene.³⁰ With the help of the EEOC, the women pursued their case, and Mitsubishi agreed to pay an estimated \$9.5 million to the women involved.

As the United States moves into a service economy (which is female dominated) from a manufacturing one (which was male dominated), unions are waking up to the fact that women's needs must become a top priority. Karen Nussbaum, former head of the Women's Bureau of the U.S. Department of Labor, is now director of the AFL-CIO's Working Women Department. Her task within the union is to "turn the labor movement into real advocates for women."³¹ Nussbaum plans to increase bargaining on work-and-family issues, expand family leave, and improve child and elder care.³²

As labor unions strive for survival, they may thrive in the next millennium if they increase their awareness and take action to address the needs of the current and future work force:

- Workers are vitally concerned about the inequities between executives' million-dollar salaries and climbing corporate profits while employees' compensation (in real dollars) declines.
- Health care continues to be a major concern for workers of all ages. It will be important to improve coverage of employees and try to find ways to provide coverage for all children. As the cost of Medicare goes up with the aging of the population, the probability of increased payroll taxes increases.³³
- Workers are desperate for "good" jobs. The Los Angeles County Fire Department received 20,000 applications when it announced plans to hire 100 firefighters at an annual salary of \$36,000. Michigan's state employment office was bombarded with 100,000 applications after the Big Three auto companies announced they would be hiring unionized jobs that paid \$20 an hour after three years.³⁴
- Economic conditions and labor laws make it far more feasible, and profitable, for organizations to hire temporary and part-time workers rather than highly trained, qualified, and experienced workers.

The Teamsters' successful settlement of the strike against United Parcel Service helped turn more part-time jobs into full-time opportunities and proved that unions still have a vital role to play in labor-management negotiations. But labor unions must look to the future needs of the work force rather than focusing on preserving union strongholds and traditions.

Summary

Conflicts among people in organizations happen every day and can arise because of poor communication, values and culture clashes, confusing work policies and practices, or adversarial management. Often, however, conflicts come from coworkers who refuse to carry their fair share of the workload or have a difficult personality. While unresolved conflicts can have a negative effect on an organization's productivity, a difference of opinion sometimes has a positive

effect by forcing team members toward creative and innovative solutions to the problem.

There are several approaches for dealing with conflict: win/lose, lose/lose, and win/win. Using the win/win strategy not only can resolve a conflict but also can preserve relationships. Regardless of the strategy implemented, your level of assertiveness and desire for cooperation are key factors in the effective resolution of personal conflicts with others. When people cannot solve their conflicts in an informal manner, many organizations create solutions through a conflict resolution process. This process is dependent on win/win attitudes and a clear outline of the steps that need to be taken to resolve the conflict. Often an Alternative Dispute Resolution program (ADR) can resolve conflicts that might otherwise lead to legal action.

Labor unions were established to help balance the power between labor and management. But organizations today face complex problems that did not exist when many of the labor laws were established following the Great Depression. As unions' bargaining power and political clout diminish, labor leaders and business owners are finding new ways to cooperate with each other rather than negotiating with an "us versus them" attitude. They are finding that flexibility and innovation are far more productive than old adversarial styles. However, if labor and management cannot settle their differences, they may submit their disputes to mediation, voluntary arbitration, or compulsory arbitration.

Labor unions face a number of contemporary issues. Women expect unions to be more responsive to their needs. Many members want union leaders to be more aggressive in reducing the wage and salary inequities between executives and rank-and-file employees. Union leaders will also be under pressure to improve health-care coverage and create more well-paying jobs.

Career Corner

Q. I am in my mid-40s, have spent twenty-two years working my way up to be supervisor of my department in a major department store, and love my job. The new 31-year-old store manager has started to exclude me from memos and weekly management meetings, saying, "There's no reason for you to attend." Many of my coworkers are much younger than I, dress in jeans instead of professional suits, and seem to lack the traditional work ethic. Those of us over 40 are finding it difficult to keep our mouths shut. Any suggestions?

A. It is obvious your conflict stems from a values clash that sometimes develops between older and younger workers. There also seems to be a breakdown in communication. Your younger coworkers and the store manager may be consciously or unconsciously building an "us versus them" scenario in relation to the more experienced members of the team. You need to establish communication with your store manager. Openly discuss your concerns, and assertively seek an explanation for the changes that have

taken place. When you allow others to ignore your needs and disregard your point of view, you display passive behaviors that will get you nowhere.

Key Terms

conflict
win/lose strategy
lose/lose strategy
win/win strategy
assertive behavior
aggressive behavior
nonassertive behavior

conflict management styles
conflict resolution process
brainstorming
collective bargaining
mediation
voluntary arbitration
compulsory arbitration

Review Questions

1. What are some of the major causes of conflict between people in organizations?
2. Discuss the positive aspects of conflict in an organization.
3. What results might you expect when you implement the win/lose strategy? The lose/lose strategy? The win/win strategy?
4. What options should you consider when working with difficult people?
5. Compare assertive behavior to nonassertive and aggressive behaviors.
6. What steps can you take to become more assertive?
7. Describe the steps in the conflict resolution process. Briefly describe the impact each step might have on the final outcome.
8. Explain the difference between arbitration and mediation.
9. Do you think the labor union movement is dead? Why or why not?
10. Explain your understanding of the Fisher and Ury Total Person Insight.

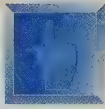
Application Exercises

1. Recall the last time you were angry at another person or were the victim of a situation that made you angry. For example, a housemate or roommate refuses to pay her share of the grocery bill, or your manager accuses you of wrongdoing without knowing all the facts. Then answer the following questions:
 - a. Did you express your anger verbally, physically, or emotionally?
 - b. Did you suppress any of your anger? Explain.
 - c. What results did you experience from the way you handled this situation? Describe both positive and negative results.
 - d. If you had the situation to do over again, would you do anything differently? Explain.
2. Describe a conflict that is disrupting human relations at school, home, or work. It might involve academic requirements at school, distribution of

responsibilities at home, or hurt feelings at work. Identify all the people involved in the conflict, and decide who should be involved in the conflict resolution process. Design a conflict resolution plan by following the steps given in this chapter. Implement your plan and report the results of this conflict resolution process to other class members.

3. To develop your assertiveness skills, find a partner who will join you for a practice session. The partner should assume the role of a friend, family member, or coworker who is doing something that causes you a great deal of frustration. (The problem can be real or imaginary.) Communicate your dislikes and feelings in a clear, direct manner without threatening or attacking. Then ask your partner to critique your assertiveness skills. Participate in several of these practice sessions until you feel confident that you have improved your assertiveness skills.

Internet Exercise



As noted at the beginning of this chapter, workers today are faced with subtle conflicts over issues that did not exist fifteen or twenty years ago. Effective conflict management strategies are needed in every type of work setting. Visit the Internet to discover what information is available on this topic. Using your search engine, type in the following keywords:

- conflict resolution
- conflict management
- conflict resolution process

Review the available resources (such as books, articles, and training programs), and identify information that would be helpful as you attempt to resolve conflicts in your life. Prepare a written report of your findings.

Case 13.1

Will the UPS Strike Mark Unions' Resurgence?

When the employees of United Parcel Service responded to an internal employment-satisfaction survey, statistics showed they were happy and loyal to the company. However, when the International Brotherhood of Teamsters sent its questionnaire to its UPS unionized members, 90 percent of the respondents indicated their resentment that UPS was not offering enough full-time job opportunities for part-time workers. Union members threatened to strike UPS when the contract came up for renewal in 1997 unless changes were made. UPS officials didn't believe the threats, thinking that their employ-

ees were happy with the modest hourly-rate increase they were offering on the new contract.

Looking back, UPS executives agree they made a series of miscalculations that led the union and company to see the same situation in strikingly different ways. UPS grossly misjudged workers' allegiance to Teamster president Ron Carey, a veteran of twelve years as a UPS driver. UPS management did not believe drivers' willingness to actually go on strike. UPS vice chairman John Alden said, "We didn't expect a strike. Then we thought it would last only a day or two. And we thought the vast majority of our workers would cross picket lines."

The strike resulted in a public relations fiasco for UPS. Many Americans felt resentment toward corporate managers for holding down workers' wages at a time when profits and executives' salaries were soaring. The union's slogan, "Part-time America doesn't work," struck a chord with many of the everyday workers across the nation. A full-time UPS worker, a passive union member who turned activist during the strike, was quoted as saying, "With corporate America running all over us, there is never a time we've needed the unions more. Management only wants to chew them [part-time workers] up and spit them out. Who'll be their advocate?" The five-year contract that resulted from the strike converts 10,000 part-time jobs into full-time positions at double the hourly pay and provides raises over the life of the contract amounting to 15 percent for full-timers and up to 35 percent for part-timers.

UPS officials were shocked at the magnitude of the strike, which lasted fifteen days and cost the company over \$600 million as well as an estimated 5 percent loss of long-term business. After the strike, a spokesperson for UPS said, "If we had known that it was going to go from negotiating for UPS to negotiating for part-time America, we would have approached it differently. The next time, we'll prepare for a multi-level grassroots political campaign, not a traditional labor-management dispute."

Questions

1. The union members received a great deal of sympathy during the strike from other workers across the country who struggle with two-tier wage systems and outsourcing jobs to part-time contractors. How do you feel the strike might influence the views of workers who face problems similar to those that Teamster members faced?
2. Many UPS customers were forced to lay off their own employees during the work stoppage, and some will never recover their losses. Bigger shippers have stated that they will never again rely on a single carrier for their ground-shipping needs. Federal Express paid \$2.7 billion to acquire RPS to enhance FedEx's ground delivery service. After the strike, the U.S. Postal Service established cheaper rates and invested \$270 million in advertising to spread the word about its overnight and parcel services. In your opinion, was the strike worthwhile? Explain your thinking.

Case 13.2**Personal Assertiveness Pays Off**

JO Browning, a 5-foot-5-inch, 115-pound, soft-spoken daughter of an Air Force medic, never took up causes or ran for office in high school. In 1984 when she applied for a job building tires at Uniroyal-Goodrich, men in the plant took bets she wouldn't last and predicted, "That little skinny one ain't gonna be worth ———." But for twelve years, she proved her worth, married a coworker, gave birth to Whitney, then worked back-to-back shifts while her husband cared for their daughter. The couple had little time together, and Jo learned to live on three hours of sleep a day.

The global economy forced Uniroyal to cancel stable weekday and weekend work schedules and convert to rotating shifts in order to lower costs and improve quality control. The new scheduling plan involved the rotation of four factory crews among four cycles that combined eight- and twelve-hour shifts. The delicate balance Jo had established for her family was shattered. None of the 73 child-care providers she called was willing to give weekend care.

Jo turned her bitterness and anger into action. She researched child care at the library, contacted advocacy groups, contacted management personnel about the problem when no one else in the plant would, and keynoted a union-hall child-care meeting. She learned that Uniroyal had joined a nineteen-employer child-care alliance and was planning a joint study with the local nonprofit child care resource center. She badgered human resource managers to speed up the study and hand-carried the surveys to each worker. The results confirmed child-care problems among 86 percent of the parents. Child Care Systems of America saw the study and created a plan for an innovative seven-days-a-week child-care center. More hurdles put Jo in front of a city planning meeting, urging zoning approval for the center. The center, funded by parent fees, is now open in a sparkling three-bedroom house.

Jo Browning's coworkers recognized her efforts and elected her secretary of her local 1,325-member steelworkers' union. The first woman to hold officer status in her union, Jo is determined to make child care an issue at the bargaining table.

Questions

1. What role did assertiveness play in Jo Browning's approach to this conflict resolution?
2. Which steps of the conflict resolution process detailed in this chapter did she follow?
3. Was the result of this personal approach to conflict resolution a lose/lose, win/lose, or win/win solution? Explain.



Chapter 15

Valuing


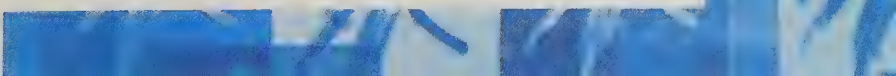
Work Force

Diversity



Chapter Preview

After studying this chapter, you will be able to

1. Define the primary and secondary dimensions of diversity.
 2. Discuss how prejudiced attitudes are formed.
 3. Develop an awareness of the various forms of discrimination in the workplace.
 4. Understand why organizations are striving to develop organizational cultures that value diversity.
 5. Identify ways in which individuals and organizations can enhance work force diversity.
 6. Discuss the current status of affirmative action programs.
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T

HE CITY OF MINNEAPOLIS conducted an affirmative action audit of BRW, a \$38 million architecture and engineering firm with 350 employees. The results showed that BRW's rates of promotion and attrition for minorities and women were not good. A few simple adjustments such as advertising for new employees in minority publications would have satisfied the city, but CEO Don Hunt chose to take a much broader look at his organization and examine how it might become more competitive.

Hunt and his partners realized that 96 percent of BRW's managers were white males—a strong contrast to their client demographics. They realized that they would be less competitive if they remained a white-male-dominated firm. Therefore, they created a thirty-five-member diversity committee that was challenged to examine BRW's personnel systems. The committee made these recommendations:

- Require all employees to attend “diversity training” sessions that help managers recognize how their preconceived ideas about race, sex, and national origin are affecting their hiring and retention practices.
- Advertise in minority and women's publications when positions open in the firm.
- Rewrite the company handbook to reflect a more aggressive commitment to work force diversity.
- Enhance the benefits package to include flextime and health benefits for all part-time workers in order to attract more women.
- Conduct annual “Respect Week” activities to help foster mutual respect among members of the firm's diverse work force.

After implementation of the recommendations, the number of employees rose to 400, work force diversity greatly increased, and the proportion of white male managers dropped to 81 percent.¹ ■

A growing number of progressive organizations are realizing the impact a reputation for valuing diversity in the work force can have on a company's success . . . and they are doing something about it!

THE NATURE OF DIVERSITY

E Pluribus Unum—“Out of many, one.” No other country on earth is as multiracial and multicultural as the United States of America. This diversity is a popular topic and common buzzword in newspaper and magazine articles focusing on the future of American organizations.

The strength of many other nations lies in their homogeneity. Japan is mostly made up of persons of Japanese descent, and their economy and business transactions reflect this heritage. The People's Republic of China is popu-

Total Person Insight

“Getting along with people from many backgrounds and interests is most important if you are going to be involved in society in any way. We are interdependent upon one another.”

JACK PLUCKHAN

Vice President, Panasonic Corporation

lated mostly with persons of Chinese ancestry, and their values and culture are a major part of their global economic strength. But America has always been the “melting pot” of all the world’s cultures. This diversity now represents the country’s biggest crisis as well as its greatest opportunity.

The publication of *Workforce 2000*, a report prepared by the Hudson Institute for the U.S. Department of Labor, served as a powerful wake-up call for organizations throughout America. The report indicated that white males were already in the minority and would make up only 15 percent of the net additions to the labor force between 1985 and 2000. Authors of the report noted that the biggest gains would be made by women, minorities, and immigrants.² Progressive leaders immediately began to consider the implications of these demographic trends toward a more diverse work force. However, it took awhile for people to agree on a definition of the term *diversity*.

Ten years ago work force diversity was evident primarily in the increasing numbers of women, minorities, older workers, and immigrants. Today, diversity is about much more than visible, physical differences and demographic changes. At Pillsbury, for example, diversity is defined as “All those ways in which we differ.”³ We define **diversity** as valuing uniqueness while respecting differences and maximizing individual potentials.⁴

In the past, U.S. organizations attempted to assimilate everyone into one “American” way of doing things. The trend now, however, is to identify, respect, and value the individual differences in this new, diverse work force and to encourage every worker to make his or her full contribution. Organizations that foster the full participation of all workers will enjoy the sharpest competitive edge in the expanding global marketplace.

Dimensions of Diversity

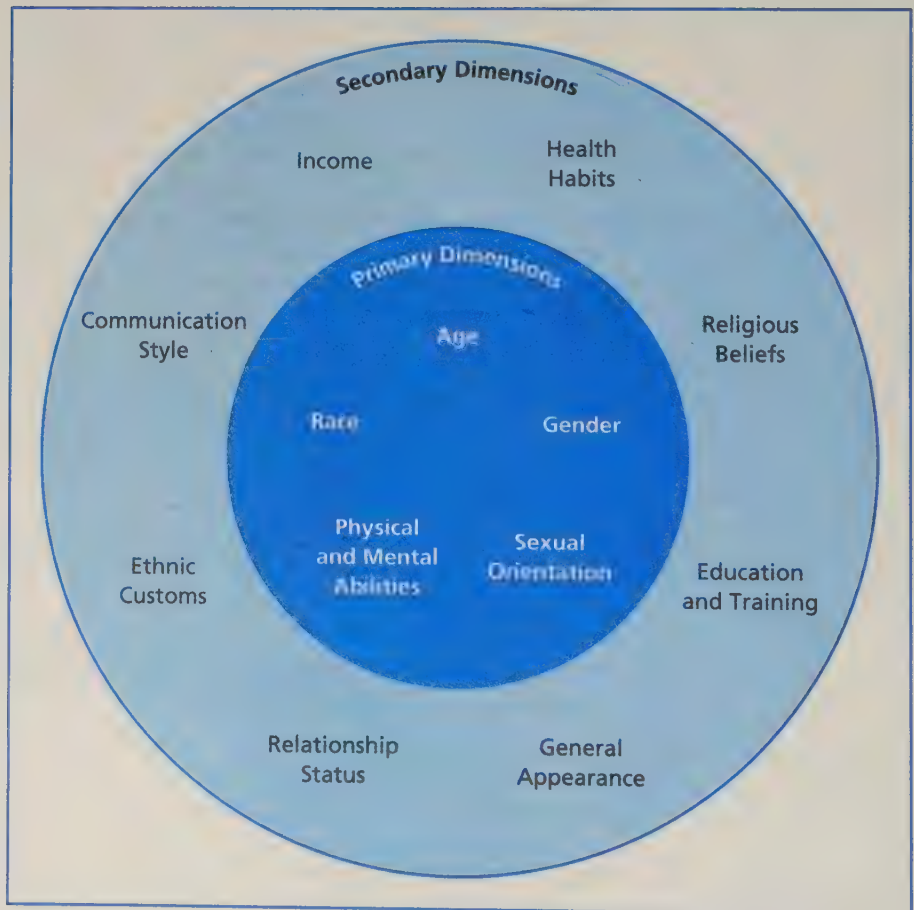
There are primary and secondary dimensions of diversity. The **primary dimensions** are core characteristics of each individual that cannot be changed: age, race, gender, physical and mental abilities, and sexual orientation (see Figure

15.1). Together they form an individual's self-image and the filters through which each person views the rest of the world. These inborn elements are interdependent; no one dimension stands alone. Each exerts an important influence throughout life. Marilyn Loden and Judy Rosener describe individual primary dimensions in their book *Workforce America!* They say, "Like the interlocking segments of a sphere, they represent the core of our individual identities."⁵


The greater the number of primary differences between people, the more difficult it is to establish trust and mutual respect. When we add the secondary dimensions of diversity to the mix, effective human relations becomes even more difficult. The **secondary dimensions** of diversity are elements that can be changed or at least modified. They include a person's health habits, re-

FIGURE 15.1

**Primary and
Secondary Dimensions
of Diversity**





General Motors has discovered the economic necessity of valuing diversity in their work force if they want to stay competitive. (Reprinted with permission of General Motors)



WHEN YOU'RE BUILDING
CARS AND TRUCKS FOR EVERYONE
IN THE COUNTRY, YOU COUNT ON
EVERYONE'S POINT OF VIEW.

The world isn't populated by a single type of person. That's why General Motors builds so many different kinds of cars and trucks. And it's why we have so many different kinds of people building them. They supply the fresh ideas and new perspectives that keep us vital. At GM, we've discovered that to satisfy a whole world of customers, you need people of every make and model.

 General Motors.
JEEP BUICK PONTIAC OLDSMOBILE BUICK CADILLAC GMC



General Motors
employees
who influence
how we
build our
cars and trucks:
All of them.
www.gm.com

religious beliefs, education and training, general appearance, relationship status, ethnic customs, communication style, and income (see Figure 15.1). These factors all add a layer of complexity to the way we see ourselves and others and in some instances can exert a powerful impact on our core identities. A single mother who loses her job may be severely affected by her loss of income, whereas a married woman with no children may not be as affected by a similar loss. A vocational-technical school graduate may have expectations far different from those of a four-year-college graduate. A member of the Baptist church may feel she has little in common with another woman who follows Islamic teachings.

Even though differences like these intensify the impact of particular secondary dimensions, they do not diminish the impact of primary dimensions.

Instead, they add depth to the individual. This interaction of primary and secondary dimensions shapes a person's values, priorities, and perceptions throughout life.⁶

Each of us enters the work force with a unique perspective shaped by these dimensions and our own past experiences. Building effective human relationships is possible only when we learn to accept and value the differences in others. Without this acceptance, both primary and secondary dimensions of diversity can become roadblocks to further cooperation and understanding.

PREJUDICED ATTITUDES

Prejudice can be defined as a premature judgment or an opinion that is formed without examination of the facts. Throughout life we often pre-judge people in light of their primary and secondary dimensions. Attitudes in favor of or against people that are based solely on these traits are prejudices. Rather than treat others as unique individuals, prejudiced people tend to think in terms of **stereotypes**—generalizations made about all members of a particular group. They uncritically accept widely held beliefs about what various racial groups, socioeconomic classes, men, women, people living in a particular geographic region, and so forth are “really like.” When we bring stereotypes to the workplace, we are likely to misinterpret or devalue some primary and secondary differences even after we have been exposed to them.

Stereotyping exists, in part, because it provides an easy and convenient way of dealing with people. Accepting a stereotype, you don't have to make the effort to understand who a person really is or might become.⁷ Stereotypes bring some predictability to our lives and reduce the uncertainty of dealing with other people. Stereotypes are often based on one or several real experiences a

Total Person Insight

“So long as black and white Americans see each other as stereotypes and not as people with the same dreams, ambitions and values, this nation will be frozen in suspicion and hate.”

VERNON E. JORDAN, JR.

Attorney and Civil Rights Leader

person has had in dealing with others, and they are resistant to change because people more readily believe information that confirms their previous experience than evidence that challenges it. For example, people without a tendency to gain weight sometimes view an overweight person as someone who lacks the self-discipline and motivation to lose weight.

Most of us object to being stereotyped but forget how often we stereotype others. Although the people most often hurt by stereotyping are women, minorities, older workers, and immigrants, white men are also victims. One dimension of the AT&T Corporation diversity program is a workshop entitled “What About White Males? Are They the Invisible Diversity Segment?” This workshop was created after many white male employees complained that conventional diversity courses perpetuated stereotypes about their supposed wealth, power, and insensitivity. More than 1,000 AT&T workers have participated in workshops aimed at dispelling myths about white men.⁸

How Prejudicial Attitudes Are Formed and Retained

Three major factors contribute to the development of prejudice: childhood experiences, ethnocentrism, and economic conditions.

Childhood Experiences Today’s views toward others are filtered through the experiences and feelings of childhood. Children learn attitudes and beliefs from family, friends, and other authority figures, and they learn how to view and treat different racial, ethnic, religious, and other groups. The *emotions* of prejudice are formed in childhood. Later in life you may want to change your prejudice, but it is much easier to change your intellectual beliefs than your deep feelings.⁹

Another way we develop prejudices is by allowing our experiences with one person to color our attitude toward that individual’s entire group. For example, if a company brings in Asian laborers as replacements for striking employees, those employees may thereafter regard all Asians as potential “scabs” or strikebreakers. In the same manner, a manager who discovers that one young employee is negligent or careless may generalize these attitudes to include all young workers.

Ethnocentrism The tendency to regard our own culture or nation as better or more “correct” than others is called **ethnocentrism**. The word is derived from *ethnic*, meaning a group united by similar customs, characteristics, race, or other common factors, and *center*. When ethnocentrism is present, the standards and values of our own culture are being used as a yardstick to measure the worth of other cultures.

Cultural conditioning tends to perpetuate ethnocentrism. As children, we are conditioned to respond to various situations as we see others in our culture

respond to them. Some cultures value emotional control and avoid open conflicts and discussions of such personal topics as money or values. Other cultures encourage a bolder, more open expression of feelings and values and accept greater levels of verbal confrontation. Tension can result when people's cultural expectations clash in the workplace.

In their book *Valuing Diversity*, Lewis Brown Griggs and Lente-Louise Louw compare ethnocentrism in an organization to icebergs floating in an ocean. We can see the tips of icebergs above the water level, just as we can see our diverse coworkers' skin color, gender, mannerisms, and job-related talents and hear the words they use and their accents. These are basically "surface" aspects of a person that others can easily learn through observation. However, just as the enormous breadth of an iceberg's base lies beneath the water's surface, so does the childhood conditioning of people from different cultures. As icebergs increase in number and drift too close together, they are likely to clash at their base even though there is no visible contact at the water's surface.¹⁰ As organizations increase the diversity of their work force, the potential for clashes resulting from deep-seated cultural conditioning and prejudiced attitudes also increases. These clashes will be emotional, and when they occur, effective human relations will become a challenge.

For example, a manager from one culture and his subordinate from another are talking together, and the manager begins to praise his employee for his insight and abilities. He adds that he has already told several people in the company how outstanding the employee is. This well-intentioned comment upsets the employee, who sees it as a breach of confidentiality. His deeply felt cultural conditioning has taught him to refrain from expressing any form of boastfulness in public.¹¹

Economic Factors When the economy goes through a recession or depression, and housing, jobs, and other necessities become scarce, people's prejudices against other groups often increase. If enough prejudice is built up against a particular group, members of that group will be barred from competing for jobs. The recent backlash against immigrants can be traced, in part, to a fear that the new arrivals will take jobs that would otherwise be available to American workers. Some fear that new immigrant arrivals will work for rock-bottom wages and thus depress the earning power of low-income Americans. Prejudice based on economic factors has its roots in people's basic survival needs, and, as a result, it is very hard to eliminate.

Rising income inequality in America is viewed by many as a serious barrier to racial harmony. Ronald Walters, University of Maryland political scientist, says, "You can only have meaningful racial reconciliation when people of roughly equal socioeconomic status can reach across the divide of race."¹² Wide gaps between rich and poor exist, and the opportunities for upward mobility for many low-skilled, low-income workers have diminished in recent years. The gap between median weekly wages of black men and white men has widened since 1990.¹³

Thinking / Learning Starters

1. Have you ever been the object of prejudice? What were the circumstances? How did this behavior affect your self-esteem?
2. Do you carry any prejudices that are obvious carryovers from your parents? Explain.
3. Are you doing anything to overcome these prejudices? What would the benefits be if you could overcome them?

DISCRIMINATION

Discrimination is behavior based on prejudiced attitudes. If, as an employer, you believe that overweight people tend to be lazy, that is an attitude. If you refuse to hire someone simply because that person is overweight, you are engaging in discriminatory behavior.

Individuals or groups that are discriminated against are denied equal treatment and opportunities afforded to the dominant group. They may be denied employment, promotion, training, or other job-related privileges on the basis of race, lifestyle, gender, or other characteristics that have little or nothing to do with their qualifications for a job.

Gender

Discrimination based on gender has been, and continues to be, the focus of much attention. The traditional roles women have held in society have undergone tremendous changes in the past few decades. More and more women are entering the work force not only to supplement family income but also to pursue careers in previously all-male professions. Men have also been examining the roles assigned them by society and are discovering new options for themselves. Most companies have recognized that discrimination based on gender is a reality and are taking steps to deal with the problem. Chapter 16 is devoted to an in-depth discussion of overcoming gender bias in organizations.

Age

Discrimination based on age can apply to the older worker—40 to 70—and the younger worker—18 to 25.

Youth can be a disadvantage when potential employers show a reluctance to hire young people because of their lack of practical experience in the workplace. Such employers fail to appreciate that everyone begins his or her career with no experience and needs an opportunity to prove himself or herself. Older workers between the ages of 40 and 70 are protected against discrimination by the Age Discrimination in Employment Act. The law states that if you are fired, demoted, denied a raise given to others, or otherwise mistreated primarily because of your age, you have legal recourse.

Even though organizations can no longer require mandatory retirement at a specific age, older employees are often victims of potent though subtle forms of discrimination. They may be laid off, have their workload cut back, lose their eligibility for promotion, or be given “make-work” projects that keep them out of the mainstream of the organization.

Americans tend to have a stereotypical notion that older workers are no longer capable of effective work performance. Many employers are reluctant to hire or retrain the older worker. They feel that those educated in the 1950s and 1960s will not understand the technology and methods of the new millennium. Studies indicate, however, that older workers tend to be more dependable, to stay on the job longer, and to learn new technologies in the same amount of time required by younger workers.¹⁴

The fact remains that the American work force is continuing to mature. By the year 2000, one in three Americans will be over 45 years old.¹⁵ Although it would seem logical for employers to make a commitment to skill upgrading and retraining designed to facilitate acceptance of new techniques and procedures by older workers, many are unwilling to make this investment. In most cases you must take responsibility for your own career development. Keep up with what is going on at your company, and accept change. Take the initiative in learning and using new technologies. Keep fit—a regular fitness program can help you stay energized and competitive.¹⁶

Race

Racial discrimination is discrimination based on traits common to a person's ethnic origin or skin color. Because people cannot change their skin color or abandon their ethnic heritage, this is often the most difficult discrimination to overcome. As DeWayne Wickman, an African American and president of Vanita Enterprises, Inc., states it, “The melting pot does not melt blacks.”¹⁷

Few areas are more sensitive and engender more passion than issues surrounding race. Throughout history we have seen attempts to place people in racial categories and judge them as racial symbols rather than as unique individuals. Until the early decades of the twentieth century, the Irish Catholic “race” was stereotyped as lazy and violent. In the 1930s Jews in the United States were considered a separate “race” by many Christian Americans. Italians

were once considered “nonwhite.”¹⁸ The use of racial categories continues in America. The following nonwhite race categories appear on U.S. Census Bureau forms (*The American Heritage Dictionary* was consulted for the description of each category).¹⁹

Black	Persons who descended from peoples of African origin. Many blacks have a preference for the name African American or Afro-American. Blacks represent about 12 percent of the U.S. population.
Hispanic	This is the broadest term used to encompass Spanish-speaking peoples, such as Mexican Americans, Puerto Ricans, Cubans, and South Americans. The widely used term <i>Latino</i> is generally restricted to persons of Latin American descent. Hispanics make up about 10 percent of the U.S. population.
Asian	The term <i>Asian</i> is preferred over <i>Oriental</i> for persons of South and East Asian ancestry, such as Chinese, Koreans, Japanese, Indonesians, and Filipinos. Asians make up 3 or 4 percent of the U.S. population.
Native American	This term refers to peoples indigenous to America. The term <i>Indian</i> is used as a term of pride and respect by Native Americans.

Criticism of the racial categories used by the Census Bureau and other organizations is growing. Critics say the use of these categories only intensifies and reinforces the beliefs and actions of racists. They believe that one way to break down racial barriers and promote a race-free consciousness is to get rid of racial categories. A growing number of geneticists and social scientists reject the view that “racial” differences have an objective or scientific foundation.²⁰ Recently the 11,000-member American Anthropological Association (AAA) took the official position that “race” has no scientific justification in human biology. The AAA position is that “There is as much genetic variability between two people from the same ‘racial group’ as there is between two people from any two different ‘racial’ groups.”²¹ Put another way, individual differences are much greater than group differences, regardless of how the group is defined.²² The AAA recommended that the Census Bureau drop the term *race* and replace it with *ethnic origins*, noting that many people confuse race, ethnicity, and ancestry.

Those who oppose getting rid of racial categories hold that in order to ensure that individuals of all races and national origins are treated fairly, we must categorize people according to these characteristics. They say the current system is needed to create minority voting districts and to administer an array of federal laws and programs designed to ensure that minorities get equal housing, education, health care, and employment opportunities.²³ Groups that are working to build race pride, such as the American Indian Movement, also

oppose efforts to get rid of racial categories. There is no doubt that the pros and cons of classifying Americans by race will be hotly debated in the years ahead.

Many people still have an irrational suspicion of a particular ethnic or racial group. However, because of affirmative action programs and diversity training programs (discussed later in this chapter), and the threat of legal action, blatant racism has evolved into a new, more subtle form of discrimination that is difficult to recognize and hard to combat. Strategies to combat this subtle racism should be aimed at all levels within an organization, but they must start at the top.

Disability

Employees whose work assignments are limited by their mental or physical abilities have in the past been referred to as “handicapped” or “disabled.” Today, a more acceptable term is *mentally challenged* for individuals who suffer from mental retardation or a serious emotional disturbance, and *physically challenged* for individuals who have hearing, speech, visual, orthopedic, or other health impairments, including long-term obesity.

Mentally or physically challenged people find it difficult to enter the job market even though their right to do so is protected by the Americans with Disabilities Act of 1991. That law bans discrimination against workers with disabilities and requires employers to make “reasonable accommodations” so they can work. It covers a wide range of disabilities, including mental impairments, AIDS, alcoholism, visual impairments, and physical impairments that require use of a wheelchair. The law sets forth requirements for businesses with fifteen or more employees.

Is the law working? Reports on employment of the disabled are mixed. The Census Bureau reports that the number of working disabled Americans ages 21 to 64 rose by more than 1.1 million between 1991 and 1994, including 800,000 severely disabled new workers who required special assistance.²⁴ But studies by Louis Harris and Associates indicate that about two-thirds of working-age people with disabilities are not working.²⁵ This means the talents of several million disabled people are not being utilized.

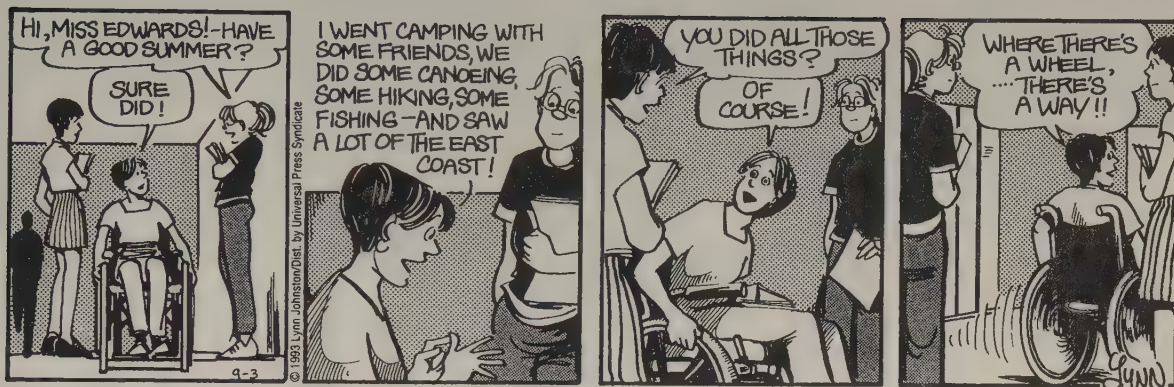
Discrimination against the mentally and physically challenged takes many forms, but the most common are

- Asking a job applicant about his or her impairment
- Requiring a candidate with a disability to have a medical exam
- Reducing health insurance for an employee with a particular infirmity
- Firing a staff member who develops a disability
- Refusing to serve a customer who has a disability²⁶

Mentally or physically challenged people who try to get jobs often encounter such discrimination. Some companies are exceptions, however. Du Pont Cor-

For Better or For Worse®

by Lynn Johnston



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poration, McDonald's, Marriott, Sears, Roebuck and Company, and IBM have specific recruiting, training, and retention programs that recognize the skills and abilities of this sector of the work force.

Sexual Orientation

Discrimination based on a person's sexual orientation is referred to as *homophobia*, an aversion to homosexuals. Not long ago, gays and lesbians went to great lengths to keep their sexuality a secret. But today many gay and lesbians are "coming out of the closet" to demand their rights as members of society. Indeed, many young people entering the work force who are used to the relative tolerance of college campuses refuse to hide their orientation once they are in the workplace. Activists want to make people aware that discrimination based on sexual orientation is as serious a problem as discrimination based on race, age, gender, or disability. And some, though not all, states have enacted laws that protect gays and lesbians from discrimination or illegal discharge from their jobs because of their sexual orientation.

An atmosphere in which gays and lesbians are comfortable about being themselves is often more productive than an atmosphere in which they waste their time and energy maintaining alternate, and false, personalities. Brian McNaught, a consultant who conducts a workshop called "Homophobia in the Workplace" at the largest factory in the AT&T Corporation system, states, "Homophobia takes a toll on the ability of 10 percent of the workforce to produce."²⁷ He points out that it is not productive to ask gays and lesbians to completely ignore their private lives when they come to work. Heterosexuals

Allan Gilmour, pictured here with his partner, was the first high-ranking auto executive to be publicly identified as gay. Throughout his long career at Ford Motor Company, he rose to become the company's second-highest officer and was twice considered for the CEO position. Like many other gays and lesbians who aspire to top corporate jobs, he kept his sexual orientation a secret during his career because he feared discrimination. (Louis Psihoyos/Matrix)



bring their personal lives to work all the time. Being unable to participate in casual conversations about weekend events or after-work activities leaves gays and lesbians feeling isolated. About 2,000 employees have attended McNaught's workshops, all voluntarily. At the end of each session, employees are offered a magnetic pink triangle—the gay logo, so to speak—if they vow to make their office or work area a “safe space” for homosexuals. Thousands of these symbols can be seen throughout the plant.²⁸

The authors of *Straight Talk About Gays in the Workplace* describe what Walt Disney Company, Polaroid, Lotus, Xerox, and other companies are doing to combat homophobia.²⁹ Some companies have established lesbian and gay employee associations that provide a point of contact for previously invisible employees. Many companies have added sexual orientation to their anti-discrimination policies, and nationwide about 140 major public and private employers have extended medical benefits to gay and lesbian partners.

Every organization must provide workers with an environment that is safe and free of threats and intimidation. Progressive companies are taking the additional step of discovering ways in which they can provide an open, productive work atmosphere. They do not want to lose their bright, intelligent, and highly motivated lesbian and gay employees to other companies that might provide a more open environment.

Subtle Forms of Discrimination

Discrimination based on gender, age, race, or disability is prohibited under Title VII of the 1964 Civil Rights Act. This prohibition applies to discrimination in all aspects of employment, including recruitment, hiring, promotion, discharge, classification, training, compensation, and other terms, privileges, and conditions of employment.³⁰ A person who feels she or he has been the victim of these types of discrimination can take legal action by filing a complaint with the state office of the Equal Employment Opportunity Commission.

But the laws do not specifically protect workers from more subtle discrimination. For example, although some state laws protect gay men and lesbians from discrimination or illegal discharge from their jobs, an atmosphere that allows cruel comments and jokes about their lifestyles can nevertheless occur, adversely affecting their job performance. This lower job performance can be used as a valid reason for dismissing the lesbian or gay person. This more subtle form of discrimination can, of course, be directed against any group and may be based on any of the secondary dimensions of diversity (religious beliefs, personal appearance, marital status). Those who are from another region of the country, speak with an accent, have too much education or too little, or possess some other personal characteristic that marks them as “different” may find themselves victims of subtle discrimination. Many people are inclined to equate a difference with a deficiency.

What Can You Do?

What can you do if you discover you are the target of discrimination? If you wish to stay in the organization, you will need to determine whether the “difference” is something you can change—your weight, the way you dress, your manner of speaking. If the difference is something you cannot or choose not to change, you may need to address the situation directly. Review the assertiveness skills you studied in Chapter 13. Assertiveness by you may help change other people’s attitudes and in turn alter their discriminatory behaviors. Another powerful method of eliminating subtle discrimination is to compensate for it by excelling in your work. Become an expert on the job, and work to increase your skills and your value to the organization. As your

colleagues gain respect for your talents, they will change their attitudes toward you. But if your future appears blocked, investigate other workplaces where management may be more open to diversity. The important point is that you should refuse to allow discrimination to limit your personal and professional success.

Thinking / Learning Starters

1. Describe your own primary and secondary dimensions of diversity.
2. Do you hold any prejudices that might create problems for you in your career? In your personal life?

THE ISSUE OF VALUING DIVERSITY

As we look back through the previous decades, we see a pattern of workers continually struggling to be treated alike:

- Labor unions were formed to ensure employees that everyone would be treated the same.
- The women's movement fought for equality in the workplace.
- Many organizations implemented strategies to duplicate the Japanese management style, which rewarded teamwork rather than individual accomplishments.

The 1990s, however, brought a strong shift away from treating everyone the same and toward **valuing diversity**. In a work setting, valuing diversity means that an organization intends to make full use of the ideas, talents, experiences, and perspectives of all employees at all levels of the organization.

Organizations have traditionally valued assimilation over diversity, placing emphasis on changing people to conform to traditional norms and performance expectations. Most American organizations have been shaped primarily by the values and experiences of western European, white, heterosexual, able-bodied men. Achieving high productivity has frequently been a matter of trying to fit all workers into the same mold and rewarding those who fit best. The dominant group set and controlled the agenda of the traditional organization and expected other groups to follow, conform, or disappear. As people moved up the career ladder, the range of acceptable behavior narrowed and reverted to the traditional mold of the male founders.

However, the changing demographics of the U.S. work force brings with it the realization that organizations must break away from this traditional management approach. To remain competitive, organizations are being forced to recognize and hire the best talent available in the labor pool, regardless of skin color, gender, and cultural background. Once on board, these talented individuals will choose to stay only in an atmosphere where they are appreciated and valued. If their organization does not acknowledge their unique contribution, these diverse employees are likely to move on to an employer that does.

The Economics of Valuing Diversity

Valuing diversity is not only a legal, social, and moral issue; it is also an economic issue because an organization's most valuable resource is its people. The price tag for *not* helping employees learn to respect and value each other is enormous in terms of lost time, wasted energy, delayed production, and increased conflict among employees.

- Highly skilled and talented employees will leave an organization that does not value diversity.
- Substantial dollars will be spent on recruiting and retraining because of high employee turnover.
- Discrimination complaints will result from mismanagement of diverse employees.
- A comment, gesture, or joke delivered without malice but received as an insult will create tension between coworkers.
- Deliberate acts of sabotage may be aimed at making coworkers who are different "look bad."

Total Person Insight

"More and more, organizations can remain competitive only if they can recognize and obtain the best talent; value the diverse perspectives that come with talent born of different cultures, races, and genders; nurture and train that talent; and create an atmosphere that values its workforce."

LEWIS BROWN GRIGGS AND LENTE-LOUISE LOUW

Authors, *Valuing Diversity: New Tools for a New Reality*

- Absenteeism associated with stress in the workplace will likely occur.
- Time will be wasted because of miscommunication and misunderstanding between diverse employees.³¹

Recognizing the value of diversity and managing it as an asset can help eliminate these negative effects and exert a positive influence on productivity and cooperation within the work force. Companies can succeed only when they have an environment that enables all employees, not just a few, to work to their full potential.

Mismanagement of employee diversity not only interferes with efficient production but also poses a significant threat to an organization's ability to provide outstanding service to its customers. In industries such as retailing, fast food, and banking, a complex set of employee transactions must take place to satisfy a customer's needs. If there is tension, infighting, disrespect, and a low level of trust among employees, there are likely to be human relations problems that stand in the way of high-quality customer service.

Thinking / Learning Starters

1. Describe how closely the student body of your school or your coworkers reflect the cultural makeup of your community.
2. Is there a disproportionate number of students of a certain race, sex, or age bracket in your college? What accounts for this situation? What effects does it have on the environment of your school?

ENHANCING DIVERSITY

By now you should be aware of the negative effects of prejudice and discrimination as well as the positive effects of valuing diversity. Many employers are no longer asking whether to diversify the work force but rather how best to manage diversity. After all, a person's differences don't create human relations problems. Other people's responses to those differences do.

What Individuals Can Do

People tend to hang on to their prejudices and stereotypes. If certain white people believe people of color are inferior, they are likely to notice any inci-

dent in which a person of color makes a mistake. But when a person of color exhibits competence and sound decision-making abilities, these same white people do not notice anything, or they attribute the positive results to other circumstances. You cannot totally eliminate prejudices that have been deeply held and developed over a long time. But you can learn to do the following:

1. *Monitor and analytically evaluate these prejudices in light of your increased personal involvement with others who are different from you.* As noted previously, it is not easy to free yourself from confining stereotypes. You need not only to change your intellectual beliefs but also to change the emotions of prejudice formed during childhood. If you feel you are prejudiced against a particular group, fine-tune your emotions by using the practices described in Chapter 9.
2. *Learn to look critically and honestly at the particular myths and preconceived ideas you were conditioned to believe about others.* Psychologists and sociologists have found that contact among people of different races, cultures, and lifestyles can break down prejudice when people join together for a common task. The more contact there is among culturally diverse individuals, the more likely it will be that stereotypes based on myths and inaccurate generalizations will not survive.
3. *Develop a sensitivity to differences.* Do not allow gender-based, racist, or antigay jokes or comments in your presence. If English is not a person's native language, be aware that this person might interpret your messages differently from what you intended. When in doubt as to the appropriate behavior, ask questions. "I would like to open the door for you because you are in a wheelchair, but I'm not sure whether that would offend you. What would you like me to do?"
4. *Use appropriate language.* In this way, you show diverse individuals your respect. For instance, the term *minority* is no longer acceptable in reference to people of color because "minority" gives the sense of less power, as in "majority versus minority." Table 15.1 offers some guidelines for appropriate terminology.

What Organizations Can Do

A well-planned and well-executed diversity program can promote understanding and defuse tensions between employees who differ in age, race, gender, religious beliefs, and other characteristics. Programs that are poorly developed and poorly executed often backfire, especially in organizations where bias and distrust have festered for years.³² Most of the programs that fail are those that are not comprehensive and do not provide for ongoing cultural change. A

TABLE 15.1

Examples of Appropriate Language

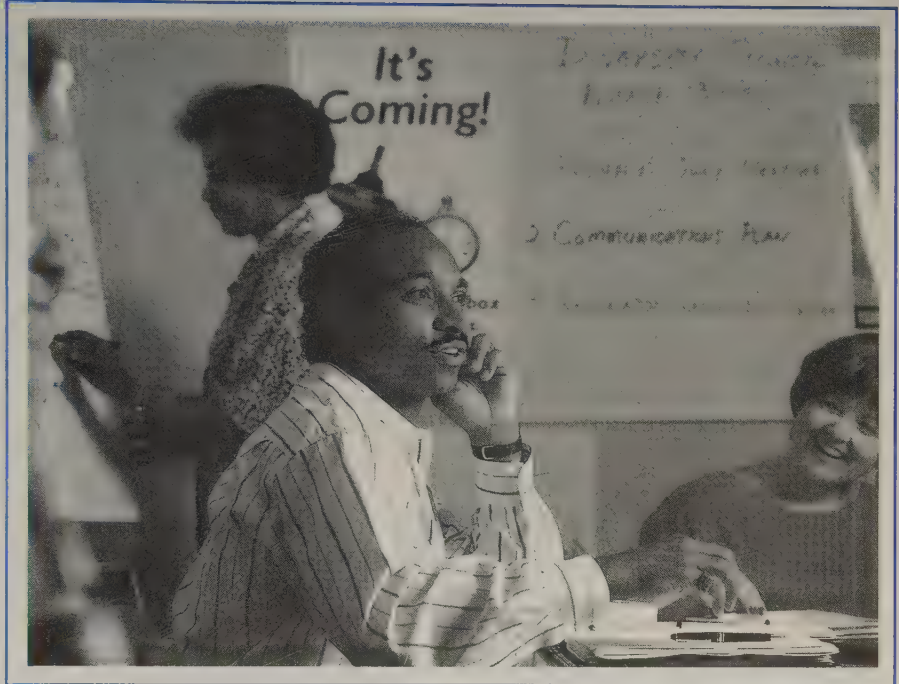
When Referring To	Instead Of	Use
Women	Girls, ladies, gals, females	Women
Black people	Negroes, minorities	African Americans, Caribbean Americans, black people, people of color
Asian people	Orientals, minorities	Asian Americans, Japanese, Koreans, Pakistanis, etc. Differentiate between foreign-born and American-born people of color.
American Indians	Minorities	Native Americans; American Indians; name of tribe, e.g., Navajo, Iroquois; people of color
People of Hispano-Latin American origin	Minorities	Latinas/Latinos, Chicanas/Chicanos. Use country of national origin, e.g., Puerto Ricans, Chileans; people of color, Hispanics
Gay men and lesbians	Homosexuals	Gay men, lesbians
People with disabilities	Handicapped, crippled, disabled	People who are physically or mentally challenged, people with (the specific disability)
White people	Anglos, WASPS	European Americans. Use country of national origin, e.g., Irish American, Polish American. White people
Older or younger adults	Geriatrics, kids, yuppies	Older adults, elderly, younger people, young adults

Source: Adapted from *Workforce America!* by Marilyn Loden and Judy Rosener, Business One Irwin, 1991, p. 85. Reprinted by permission of the publisher.

comprehensive diversity program has three pillars:³³ organizational redesign, employment practices, and training and development (see Figure 15.2).

Organizational Redesign Do diversity programs make a difference? Companies that see diversity programs as an *event*—a one-day workshop that promotes the advantages of a diverse work force—will very likely answer no to this question. In fact, some of these quick-fix programs create greater, not less, di-

The Diversity Council at Levi Strauss & Company is seen here working on diversity and communication issues. The council is helping revamp policies, create new structures, and design a new human resource system. Like many other progressive organizations, Levi Strauss views diversity as a constructive force. (Mark Richards/PhotoEdit)

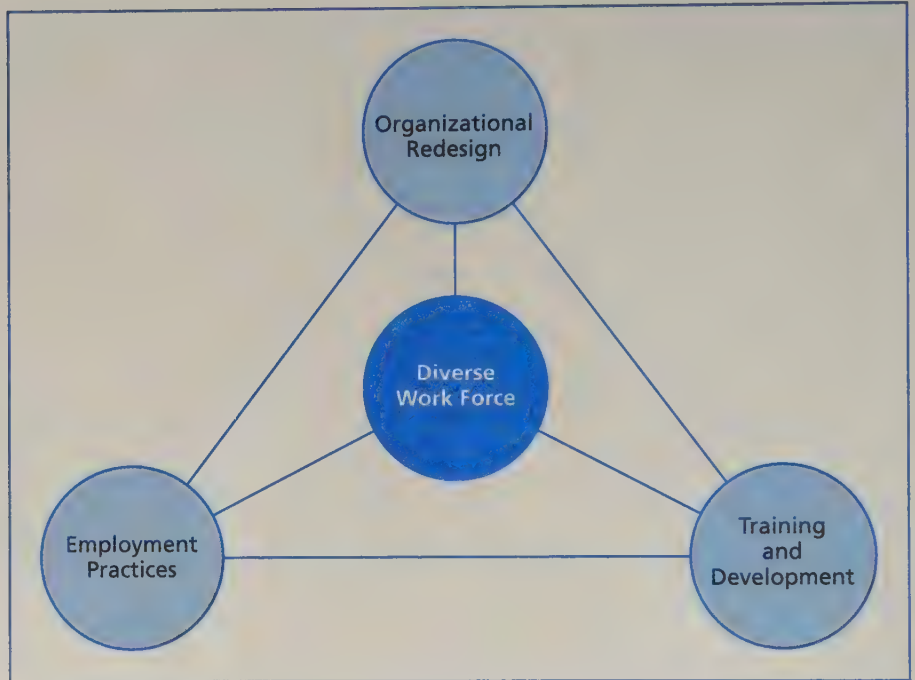


visiveness among workers. Companies that see diversity programs as a *process*, are more likely to answer this question in the affirmative.

Denny's Inc., a large restaurant chain that had a reputation for racism, is an example of a company that has taken a comprehensive, long-term approach to making amends. After paying \$54 million to settle two civil rights class actions, the company vowed to change its culture. It established long-term hiring and purchasing goals, developed nondiscriminatory training programs, created a program to increase the number of minority-owned franchises, and made it clear that evidence of bigotry toward customers or employees would result in immediate termination.³⁴

Too often, diversity programs lack clear objectives and standards that will permit the organization to assess program outcomes. The diversity program developed by Allstate Insurance Company is an example of an initiative that is based on accountability standards. Diversity courses are carefully evaluated, and employees who complete the courses must pass tests with specified standards. Each quarter, employees complete a survey that probes how well their manager maintains a climate that emphasizes bias-free service to customers, respect for individuals, and sensitivity. Survey results are used to develop a "diversity index." Performance on this index determines 25 percent of a manager's merit bonus.³⁵

FIGURE 15.2

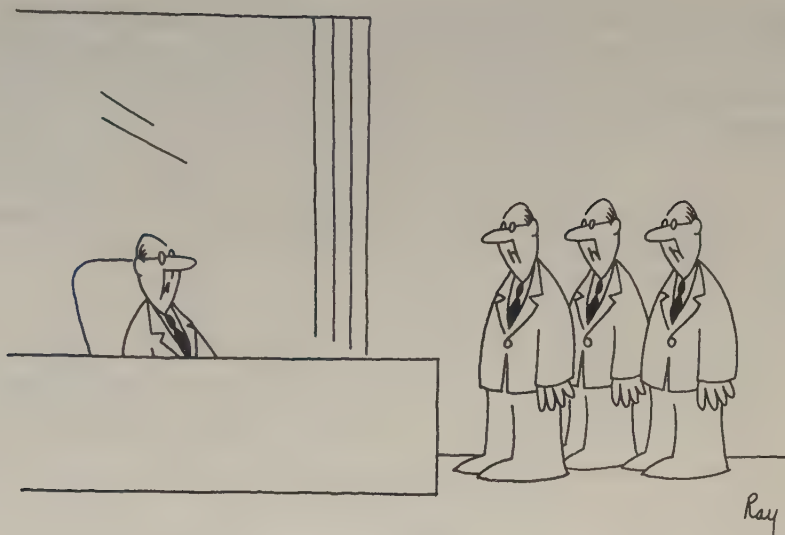
Three Pillars of Diversity

The Allstate program was implemented by a team of senior leaders. Any re-design effort must have the full support of senior management. Employees will take their cue from these leaders. If they see leaders promoting diversity at work yet joining segregated clubs, they will question how seriously top management is committed to equality. At Hoechst Celanese, the top twenty-six officers are required to join at least two organizations in which they are a minority. The company believes that managers can break out of their traditional white-male-dominated comfort zone by actually working beside people from diverse backgrounds.³⁶

Employment Practices To achieve work force diversity, organizations need to seek out, employ, and develop people who have been victims of past discrimination. The starting point is active recruitment of people who are underrepresented in the work force. One approach is to recruit in places where minorities attend school or work.

Some companies form partnerships with schools and colleges that have great diversity in the student body. Merrill Lynch & Co., Inc., for example, helps high schools in multiracial New Jersey prepare students for careers in the financial services area by teaching them to use personal computers and industry-specific software programs. Other companies sponsor professors' research, provide employees as guest lecturers, award scholarships, and hire students for

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"GENTLEMEN, THERE'S BEEN SOME CRITICISM FROM SOME QUARTERS ABOUT THE SUPPOSED LACK OF DIVERSITY IN THE TOP RANKS OF THIS COMPANY."

summer jobs. These activities give company recruiters an opportunity to learn more about the specific details of the college's academic programs as well as the qualifications of individual graduates.³⁷

Companies reviewing their standards for hiring and promoting also need to assess whether their assessment tools measure a candidate's actual abilities. Remember that many employment tests can be biased in favor of white, middle-class people. Organizations must also foster a climate for retention of women and minorities. To establish a culture of inclusiveness takes time. Some companies establish mentoring programs that pair each new employee with a senior employee of his or her choice. Mentors provide support and help steer the new employee toward promotability. Another approach is to develop career-planning sessions for all employees so they can clearly see their future within the company.

Training and Development To develop a culture that values and enhances diversity, organizations need training programs that give managers and employees the tools they need to work more effectively with one another regardless of their diverse backgrounds. These programs should also reduce an organization's liability for discrimination.³⁸

Dallas-based Texas Instruments is often cited as a company that has distinguished itself through effective diversity training initiatives. It has been named to the honor roll of *Hispanic Magazine's* "100 Best Companies for Hispanics"

FIGURE 15.3

**Sears's Diversity
Guidelines****A SEARS MANAGER'S GUIDE TO DIVERSITY**

- ❑ Give each individual—whether customer, associate or vendor—your uncompromising respect.
- ❑ Through selection, hiring and retention strive to maintain a balanced workforce that meets the needs of your customers and reflects the community in which you do business.
- ❑ Never treat any applicant or associate differently because of race, color, religion, gender, age, national origin, disability, citizenship status, sexual orientation or status as a veteran.
- ❑ Promote and continue Sears tradition of excellence in community involvement, cultural celebration and charitable contributions.
- ❑ Support vendors who understand and respect the importance of diversity.
- ❑ Recognize the diversity of your Sears community. Reflect it in the way your unit does business.

Source: Courtesy of Sears, Roebuck and Company.

and *Black Professional* magazine's "200 Great Places to Work." The starting point is a one-day seminar to learn to value diversity and uncover unconscious behavioral patterns that could impede the progress of women and minority employees. Senior managers attend a two-day session. Follow-up courses focus on ways to foster inclusiveness at Texas Instruments and respect for the individual.³⁹

Many other companies have adopted the approach used at Texas Instruments. Done well, diversity training programs can promote harmony and reduce conflict. Training courses that are poorly designed and delivered by incompetent trainers, however, can end up alienating and offending employees. Training intended to dispel discriminatory attitudes may help perpetuate them. For example, an instructor who spends a great deal of time discussing characteristics of various cultures may actually reinforce stereotypical attitudes. Focusing on certain group differences also trivializes individuality. Each person has a unique individual identity created by a blend of primary and secondary characteristics such as communication style, ethnic heritage, religion, gender, education, and family structure. Sears, Roebuck and Company takes the position that diversity is an important source of competitive advantage. Management personnel at all levels are trained to follow the guidelines for enhancing diversity shown in Figure 15.3.

One goal of diversity training is to help employees avoid dwelling on their differences and begin to focus on what members of the organization have in common. Companies should emphasize that they have their own cultures to which every employee can belong and in which everyone abides by the same rules. Training programs need to clearly describe unacceptable conduct and explain that the organization will not condone it. The basic rules of civil behavior should be clearly spelled out. Most people want concrete examples of behavior that will not be tolerated. For example, employees would learn that humor that contains degrading racial or cultural content is unacceptable.⁴⁰ We cannot stop people from bringing prejudices to work, but we can explain that they must learn to act as though they have none.⁴¹

AFFIRMATIVE ACTION: YESTERDAY AND TODAY

Does affirmative action right the wrongs of the past or create new ones? This issue is being debated by some of America's best thinkers, and we are hearing strong arguments for and against this controversial program. **Affirmative action** can be defined as a program that encourages the hiring and promotion of members of groups that have been discriminated against in the past. Affirmative action, in all of its various forms, amounts to a major effort to make up for past wrongs.⁴²

The Civil Rights Act of 1964, subsequent amendments, and related laws provide employment protection for women, minorities, and other categories of disadvantaged individuals. Affirmative action programs have attacked employment discrimination with four methods:⁴³

1. Active recruitment of women and minorities
2. Elimination of prejudicial questions on employment application forms
3. Establishment of specific goals and timetables for minority hiring
4. Validation of employment testing procedures

Affirmative action was originally designed to level the playing field of employment by outlawing discrimination in hiring. Not so long ago “Whites only” was a common hiring standard, and you could find a “Help Wanted, Female” section in your daily newspaper.⁴⁴ There is no doubt that antidiscrimination legislation was needed. Affirmative action allowed a tremendous influx of diverse individuals through the front door of thousands of schools and organizations. Many were able to work their way into advanced, top-level positions. At the same time, however, affirmative action reinforced the historical view that the members of protected groups are not qualified for various positions and therefore need assistance just to get a job.

Many people say it is time to rethink affirmative action or even eliminate it. Recent political and legal interpretations of affirmative action have stimulated a nationwide debate over the merits of any program that grants preferential treatment to specific groups. Terry Eastland, author of *Ending Affirmative Action—The Case for Color Blind Justice*, has outlined some of the most common arguments voiced by those who want to end preferential policies:⁴⁵

- *Preferences are discriminatory.* They tend to discriminate against those who are not members of the “right” race or gender.
- *Preferences do not counter discrimination.* Efforts by a company or a government to police presumed discrimination tend to move the focus away from real instances of discrimination that should be at the heart of law enforcement efforts.
- *Preferences do not make sense, given changing demographics.* The population eligible for affirmative action continues to grow several times faster than the nonpreferred population.

Colin Powell, a distinguished African American military leader, takes a more moderate position on affirmative action. He says, “If affirmative action means programs that provide equal opportunity, then I am all for it. If it leads to preferential treatment or helps those who no longer need help, I am opposed.”⁴⁶ Barbara Bergmann, professor at American University and author of *In Defense of Affirmative Action*, presents the view that affirmative action is the only practical way to rectify discrimination in hiring. She states that many companies and government agencies will not embrace fairness in hiring and promotion as long as guidelines are voluntary.⁴⁷ Historian John Hope

Franklin, who was selected to lead President Clinton's advisory board on race, is one of several noted scholars who believe affirmative action policies are important to achieve full racial equality. He supports programs that open opportunities but do not lower standards.⁴⁸

The debate about affirmative action will continue for many years. The concept and the means for implementing it are likely to be challenged in court repeatedly over the next decade. We can anticipate a move to focus preferences on class or socioeconomic status rather than race or gender. And we can anticipate that voluntary efforts to establish a diverse work force will likely continue because they can influence profits. As one author noted, "Appreciating diversity isn't just a nice idea, it's a business imperative."⁴⁹

Summary

Work force diversity has become an important issue for organizations that want to remain competitive in a global economy. These organizations are beginning to move away from focusing on prejudice and discrimination and toward valuing diversity. Two dimensions, or sets of characteristics, are the basis of every individual's diversity. Primary dimensions include gender, age, race, physical and mental abilities, and sexual orientation. Secondary dimensions include health habits, religious beliefs, ethnic customs, communication style, relationship status, income, general appearance, and education and training.

Prejudice and discrimination are major barriers to effective human relations. Prejudice is an attitude based partly on observation of others' differences and partly on ignorance, fear, and cultural conditioning. Prejudiced people tend to see others as stereotypes rather than as unique individuals. Prejudicial attitudes are formed through the effects of childhood experiences, ethnocentrism, and economic factors. Discrimination is behavior based on prejudicial attitudes. Groups protected by law from discrimination in the workplace include women, people of color, older and younger workers, and those who have disabilities. More subtle forms of discrimination include discrimination arising from personal appearance, marital status, and so on. These subtle forms of discrimination are often difficult to prove but may be offset through assertiveness, a change in the behavior that causes the discrimination, or a move to a more tolerant organization.

The issue of valuing diversity is an economic one for most organizations. The changing demographics of American society mean that the work force will soon be made up of a minority of white men and a majority of women, people of color, and immigrants. Companies cannot afford to ignore this change in the pool of human resources.

Individuals can enhance diversity by letting go of their stereotypes and learning to critically and honestly evaluate their prejudiced attitudes as they work and socialize with people who are different. They will need to develop a sensitivity to differences and use language appropriately. Organizations must

develop a culture that respects and enhances diversity. Their diversity training programs should become an internal process rather than an event. They need to seek out, employ, and develop people from diverse backgrounds.

Affirmative action guidelines have helped bring fairness in hiring and promotion to many organizations. Today, however, some people believe these guidelines are discriminatory because they allow preferential treatment for the people they were designed to protect. These preferences may no longer make sense, critics say, given the changing demographics of today's work force.

Career Corner

Q. I receive phone calls at work from customers located all over the world. Most of them speak English, but because of their accents, I often have difficulty understanding what they are trying to say to me. How can I handle these calls more effectively?

A. The fact that your customers can speak two languages indicates that they are probably educated and intelligent, so treat them with respect. Statements like "I can't understand you," or "What did you say?" are rude and should be avoided. Instead, take personal responsibility for improving the communications and gently say, "I am having a little difficulty understanding you, but if you will be patient with me I am sure I will be able to help." Ask them to slow down so that you can hear all the information correctly. Listen for key words and repeat them back to the caller. Identify coworkers who are fluent in a particular language, and ask them to help when calls come in from customers who share the same culture. Remember, people with foreign accents are not hard of hearing, so don't shout.

Key Terms

diversity

primary dimensions

secondary dimensions

prejudice

stereotypes

ethnocentrism

discrimination

valuing diversity

affirmative action

Review Questions

1. Distinguish between the primary and secondary dimensions of diversity, and give examples of each.
2. Why should organizations be concerned about valuing diversity?
3. How do the changing demographics of American culture affect the human resources pool of the future? Be specific.

4. Define *prejudice* and *discrimination*. How do these two terms differ in meaning?
5. What are some of the ways in which people acquire prejudices?
6. In what ways might valuing diversity impact an organization economically?
7. How can subtle forms of discrimination hurt the victim's chances to succeed in his or her career?
8. What role does affirmative action play in today's organizations? What are some of the positive and negative outcomes of affirmative action?
9. How can organizations enhance work force diversity?
10. What flaws in diversity training programs can cause a negative backlash among participants?

Application Exercises

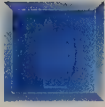
1. Select a professional journal, the want ads from a local or national paper, or any magazine publication. Examine the ads, articles, and pictures for evidence that the publishers and advertisers are attempting to attract and respect readers from diverse races and cultures. For example, which racial or ethnic groups are pictured in expensive cars, offices, or homes? If your chosen career is traditionally dominated by one gender, do articles in your professional journals include references to both sexes?
2. For one week, keep a diary that records every instance in which you see actions or hear comments that reflect outmoded, negative stereotypes. For instance, watch a movie, and observe whether the villains are all of a particular race. As you read textbooks from other courses you are taking, notice whether the pictures and examples reflect any stereotypes. Listen to your friends' conversations, and notice any time they make unfair judgments about others based on stereotypes.

Share your experiences with class members, and discuss what steps you can take to help rid the environment of negative stereotyping.

3. John Hope Franklin, professor of history at Duke University, was selected to lead President Clinton's advisory board on race. In an interview conducted shortly after he accepted the assignment, he noted that there are constant reminders of the deep racial divide that exists in America and that cannot easily be bridged unless people from different ethnic or racial groups begin to establish a dialogue.

Meet with someone who is a member of a racial or ethnic group different from your own, and attempt to build a relationship by discussing the things that are important to each of you. As you get to know this person, become aware of his or her beliefs and attitudes. Try not to be diverted by accent, grammar, or personal appearance; rather, really listen to the person's thoughts and ideas. Search for things you and your new acquaintance have in common, and do not dwell on your differences.

Internet Exercise



Religious beliefs represent an important secondary dimension of diversity. Unfortunately, some people do not have very much tolerance for religious beliefs and practices that differ from their own. A 19-year-old woman living in Denver showed up for work at Domino's Pizza wearing a hijab, the traditional muslin head scarf. The manager told her to remove the scarf or leave. She had recently converted to Islam and was not sure if the manager was being rude or intolerant of her religion. Later, company officials discovered that the manager's order was a violation of Title VII of the Civil Rights Act of 1964. The employee was then told she could wear a scarf as long as it was red and blue, the company colors.⁵⁰ Visit the Web site of one or more religious advocacy groups and find out if it provides information on religious rights at work. Examples include the Anti-Defamation League and the Council on American-Islamic Relations. You may also type in "religious rights" and "religious freedom." Prepare a written summary of your findings.

Case 15.1

Denny's Racial Bias = \$54 Million

Denny's, the \$1.7 billion restaurant chain, has been fighting racial discrimination charges since the early 1990s. Court documents record a host of charges, including refusing to serve nonwhites, forcing African American customers to prepay for their meals, temporary closings of restaurants with mostly African American customers, unfair hiring and treatment of nonwhite employees, and blocking nonwhite employees from franchise opportunities and management positions.

One lawsuit was filed when six African American Secret Service officers, who had allegedly been snubbed by service personnel at a Denny's in Annapolis, Maryland, claimed Denny's "service lapse" had been "racially motivated." Another lawsuit filed in San Jose, California, alleged that thirty-two black customers were ordered to prepay for meals or pay a cover charge though white customers had no such requirement. Denny's parent company, Flagstar, agreed to pay \$54.5 million to settle two class action suits. In addition, the landmark deal committed Flagstar to NAACP hiring and purchasing goals.

Since the settlement, Denny's has made major progress. Eight of the twelve all-white top executives have left the company; minority suppliers are awarded 12 percent (\$50 million) of Denny's business each year; 27 of the chain's 600 franchised restaurants are black owned; and 5 percent of the managing partners are black. These statistics are not dramatic, but Denny's is pleased to be ahead of schedule as they attempt to reach the NAACP goals. The \$1 billion diversity training program has created a new corporate culture that rewards

managers for their sensitivity by tying 12.5 percent of managers' bonuses to their diversity hiring and promotion records. Flagstar CEO James B. Adamson sent a clear warning throughout the organization: "If you discriminate, you're history." He proved his commitment to the policy when a group of Asian American students filed a civil rights lawsuit against Denny's in Syracuse, New York. All management, staff, and security personnel were fired the day the report was received. In their response to the Asians' suit, Denny's management admitted that several of the employees involved in the incident had not received the nondiscrimination training required by the original decree. It is evident that simply having written policies in place is not enough to stop years of bigotry.

Questions

1. Beyond the \$54.5 million fines, what other losses might Denny's experience as a result of the charges of discriminatory behaviors?
2. Do you believe that top management officials in the Denny's/Flagstar organization were responsible for creating a climate that encouraged restaurant managers to engage in racially biased activities? Why?
3. How would you respond if your manager asked you to blatantly discriminate against a minority?

Case 15.2

Piscataway Township Versus Taxman

Two business education teachers began teaching the same day in Piscataway, New Jersey: Sharon Taxman was white; Debra Williams was black. In 1989 the school board was forced to reduce the ten-person business education department by one person, and school protocol demanded "last one in, first one out." Both women, however, had been hired the same day.

To preserve an element of diversity, the school board fired Ms. Taxman and retained Ms. Williams, the only minority in the department. Ms. Taxman sued the school district, claiming violation of her rights guaranteed by the affirmative action guidelines of the 1964 Civil Rights Act, which prohibits discrimination based on race. The U.S. Court of Appeals for the Third Circuit decided that affirmative action could not be used for achieving diversity. The judges wrote that affirmative action could be justified only as a remedy for precisely identified past discrimination.

People trying to preserve affirmative action argue that Title VII of the 1964 Civil Rights Act permits the use of race- and gender-based preferences. Opponents argue that the attempt to maintain a diverse work force has nothing to do with remedying past discrimination and that firing decisions based on race

represent blatant discrimination. The Supreme Court agreed to hear the case in January 1998.

However, two months before the Supreme Court docket date, Taxman and her attorneys accepted an out-of-court settlement for \$431,000: \$186,000 in back salary and interest, plus \$245,000 to cover eight years of legal fees. Opponents of affirmative action expressed disappointment as their anticipated victory was taken away. Supporters of affirmative action not only were relieved that the case did not go to court but also were instrumental in raising approximately 70 percent of the cash settlement through the Black Leadership Forum, a coalition of major civil rights groups, including the Urban League and the NAACP Legal Defense and Educational Fund. Jesse Jackson, leader of the Rainbow Coalition, was one of the civil rights leaders who pushed for an out-of-court settlement and helped raise the money.

Although the U.S. Court of Appeals decided that affirmative action laws could not be used to justify the firing of Sharon Taxman, this decision does not set a precedent for other states. The rest of the nation must wait for the Supreme Court to resolve the issue.

Questions

1. If you were serving on the Supreme Court, would you have upheld the rights of the fired, white teacher, or would you have voted for the right of the school board to maintain faculty diversity? Explain.
2. Polls consistently show that a majority of Americans support efforts to help people who have been excluded from basic opportunities in areas such as education and employment. However, many people oppose race and gender “preferences.” In place of preferences based on race and gender, some would substitute preferences for the economically disadvantaged. What is your position on preferences based on race and gender? On economic disadvantages? Explain your answer.







Chapter 16

The Changing Roles of Men

and Women

Chapter Preview

After studying this chapter, you will be able to

1. Describe how the traditional roles of men and women are changing.
 2. Understand problems facing women and men as a result of gender bias in organizations.
 3. Discuss ways to cope with gender-biased behaviors.
 4. Identify ways to achieve work/life balance.
 5. Explain the forms of sexual harassment and learn how to avoid being a victim or perpetrator of them.
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HEN DEBORAH KENT went to work at General Motors Corporation in the late 1970s, she told them the only thing she knew about cars was how to change a flat tire. In 1987 Ford Motor Company discovered this dynamic African American woman and hired her away from General Motors. Today she is manager of Ford's Avon Lake, Ohio, assembly plant and is responsible for building eighty-nine vehicles an hour, has over 3,500 workers, and a \$300 million annual budget. The media suggested her steady stream of promotions was the result of "tokenism," but Kent and her boss, Dave Gorman, head of Ford's vehicle operations, agree it was her education and talent that helped her climb the corporate ladder.¹ She proved she was the best person—male or female—for the job.

Throughout his white-male-dominated corporate career, George Tunick never thought of women as possible candidates for top jobs or the boardroom. He had a smart and loyal female administrative assistant who took care of all his business needs and changed jobs every time he did. He realizes now that, had she been a man, she would have had twice the financial rewards for her twenty-five years of service to him. When he accepted the position as publisher of *Executive Female*, the professional journal of the National Association of Female Executives (an organization dominated by female employees and managers), Tunick admitted he went through "a real metamorphosis."² Because he is usually first to arrive at the office in the morning, he usually makes the coffee. He also makes his own appointments, is responsible for his own notes and record keeping, and answers his own phone. ■

Role reversals such as Kent's and Tunick's are happening in organizations all across America as men and women realize the limitations of their tradi-

Total Person Insight

"If a mandatory service period here at the [National Association of Female Executives] office could be arranged for all your male associates, it would enlighten them, as it did me. Since that isn't an option, and while men and women still are so different in their approaches and behavior, you still have to talk and talk to us until we all get it. Please give us a hand. It isn't that we don't want to understand. It's just that we have a few centuries of conditioning to overcome. As you do."

GEORGE TUNICK

Publisher, *Executive Female*; Author, "Re-educating Chauvinists"

tional, gender-based roles in society. Men and women alike are demanding equal rights with regard to nontraditional jobs, flexible work schedules, maternity/paternity leave, job sharing, child-care benefits, and so on.

TRADITIONAL ROLES ARE CHANGING

All cultures promote one set of behaviors for boys and a separate set for girls. Children generally learn their socially acceptable roles by the time they are 5 years old, but these roles are often continually reinforced throughout the life cycle by teachers, parents, authority figures, and the media. These traditional roles can be harmful to both men and women. For instance, the expectation that men should be aggressive and unemotional stifles their sensitivity and creativity. The assumption that women are emotional and weak hinders them in reaching leadership positions. Although men and women will always be different, their roles can and should be more nearly equal.

Gender bias (also known as **sexism**), or discrimination on the basis of gender, persists in America today. The women's movement that began in the 1960s with Betty Friedan's book *The Feminine Mystique* has helped women make tremendous strides toward equality with men in the workplace.³ Only recently, however, have men begun to realize that they have been short-changed when it comes to enjoying the options women have experienced for generations. Men have traditionally been the breadwinners while women had the option of staying home and caring for the children or choosing to work.

When employers base employment, promotion, and job-assignment decisions on a person's gender, human relations and productivity suffer. Gender bias is no longer a female-only issue, and many organizations are making the necessary adjustments.

Changes in the Role of Women

For generations, most women were encouraged to be passive, supportive of others, emotionally expressive, and physically attractive. These attitudes developed not only from what girls and boys were told but also from what they observed. Research indicates that boys and girls who see their mothers in traditional roles will tend to identify women as mothers, homemakers, and wives. Therefore, even though mothers encourage their daughters to adopt nontraditional roles and urge their sons to accept women in traditionally male roles, their own behavior will have far more influence than their words. If children see their fathers going to work each day while their mothers stay at home, they may expect to follow that pattern in their adult homes.⁴

Many women have found higher income potential in non-traditional jobs even though their new role may expose them to harassment from those who have not changed with the times.
(Eddie Adqams)



Schools are making some progress toward breaking these traditional expectations. Girls and boys are no longer tracked into homemaking and wood-working classes. Textbooks no longer portray men as doctors and women as nurses, or men as bosses and women as secretaries. However, teachers' conditioned attitudes often interfere with their classroom conduct. Some studies show teachers reward girls for being neat, pretty, compliant, and nice and reward boys for being smart. Teachers tend to interact with boys more frequently than with girls.

As a result of this cultural, social, and educational conditioning, some women are unaware of the range of opportunities open to them in today's world. They may continue to seek jobs with limited potential for advancement or economic gain. To combat this conditioning, women preparing for their role in the twenty-first century should select role models that will help them break away from traditional expectations. Such role models are women who have the ability to

1. Know what they want and plan for the future
2. Make decisions, live with the consequences, and learn from the process
3. Realize that with equal rights come equal responsibilities
4. Seek out opportunities that increase their abilities and personal fulfillment
5. Develop qualities of cooperation, dependability, self-control, and expertise in some area

In the past, many women shied away from behaviors such as these because they involve taking risks that might lead to failure. Many women today, however, embrace these risks as opportunities for success, recognition, and financial security. The “Crazy Dream” mentioned in Figure 16.1 may very likely become reality.

It has been more than thirty years since the National Organization for Women (NOW) was formed to fight discrimination against women; the changes in work force participation by women and in the opportunities available to women have been profound. Today working women make up 48 percent of the work force and may be the majority by the year 2000.⁵ About 50 percent of the working women contribute more than half of their family’s income.⁶ In some segments of the work force, there is reason to be optimistic about the progress of women. Women have made significant gains in a wide range of traditionally male-dominated areas such as finance, marketing, law, medicine, accounting, and college teaching. More women than men are now enrolled in college.⁷ But although women have made great progress, some problem areas persist. Studies indicate that just 1 in 10 of the most senior jobs at the 500 largest U.S. companies are held by women. Women now hold about 40 percent of the middle management jobs, but they almost always earn significantly less than their male counterparts.⁸ Men continue to dominate craft, repair, and construction jobs. Women hold only 2 percent of the skilled trades jobs.⁹ Later in this chapter we discuss how women can overcome gender bias and other work-related problems.

Regardless of all the changes in the role of women in today’s society, they still have the primary and sometimes sole responsibility for child care. Therefore, the constantly expanding new role of women in the twenty-first century will include restructuring of home and work environments so that they are compatible with each other. Many women will seek out organizations that are not only women friendly in their hiring and promotion standards but are also family friendly in their employment practices.

Changes in the Role of Men

Many boys have been conditioned from their early years to be competitors and to win. They have been urged to be tough and aggressive, to learn

FIGURE 16.1

Thought-Provoking
Statement Published
by Nike



You keep having this dream, see, this

CRAZY DREAM.

This dream that someday
women will not be judged by their sex,
but for some wacky, zany reason,
by their performance alone.

This dream that someday
women will be allowed to do things
that are called "male things," only they
won't be called "male things" anymore
they'll be called "people things".

This dream that little girls will be
raised to believe they can do anything
and when they turn 13 or 18 or 21
or 30 or 65 it will still be true.

This dream that the word
"lady" isn't always preceded by the
word "old" and the word "weaker"
has nothing to do with sex.

We said it was a dream.

And dreams, occasionally,

DO COME TRUE.

Just do it.

Source: Reprinted with permission of NIKE.

teamwork, to select traditional male pastimes such as sports and cars, and to enter a masculine profession such as sales, automotive repair, management, engineering, or law. A boy was taught to withstand physical pain and to push his body to the limits. Above all, he was not to act like a girl, to take up interests that were considered feminine, or to show any tendencies that could be considered homosexual. A girl could be a tomboy, but a boy could not be a “sissy.” Whereas a woman’s worth was measured in terms of her physical attractiveness, a man’s was measured by his ability to compete and achieve his goals and by his power to earn high salaries and material benefits. If women have been viewed as “sex objects,” perhaps men have been seen as “success objects.” A man is under constant pressure to prove himself and keep moving up the ladder. Even though men have learned the value of teamwork, they have also had to learn to look over their shoulders for whoever might be gaining on them.

Psychologists have become increasingly aware that we have neglected the stress associated with being male. Max Carey is someone who has experienced this stress in the extreme. Despite being the smallest football player in the league, he was an All-Ivy defensive halfback, setting five Columbia University records. He graduated number one in his U.S. Navy pilot flight school and came home from Vietnam a decorated war hero. When his business almost failed, he turned it around. Carey explains that he learned to deal with difficult emotional issues by stuffing them deeply into his subconscious. In combat, it was “keep up the bravado. Don’t tell anyone you’re scared or weak.” In business, it was “God forbid anyone should know you’re not perfect.”¹⁰ The cumulative stress of business and suppressed wartime memories eventually caused Max to have a breakdown. He was forced to do something he had never done before: admit weakness and ask for help.

Total Person Insight

“We are living at an important and fruitful moment now, for it is clear to men that the images of adult manhood given by the popular culture are worn out; a man can no longer depend on them. By the time a man is thirty-five he knows that the images of the right man, the tough man, the true man which he received in high school do not work in life.”

ROBERT BLY

Author, *Iron John*

Jim Mains experiences mixed emotions as he treasures his private moments with his 10-month-old son and battles feelings of isolation as a stay-at-home father. (Kevin Horan Photography)



In her book *No Man's Land: Men's Changing Commitments to Family and Work*, Kathleen Gerson divides contemporary men—those struggling to identify their role in today's society—into three categories.¹¹ The first is the traditional breadwinner, in which the male identity revolves around being the sole provider of the family's income. Changes in the economy, however, make it almost impossible for a man to support his family by himself. As more women step in to share the burden, the male identity is eroded.¹²

The second category represents men who prefer to be autonomous and do not want the responsibilities connected with family role expectations. They therefore remain single; get a divorce and abandon their financial responsibilities to their family; or run away and escape their family commitment altogether.

The third group has moved in the opposite direction, toward greater involvement with child care and other family responsibilities. David Williams, tackle for the Houston Oilers, is a prime example of this new attitude toward a man's role. Williams paid a heavy fine for choosing to be with his wife during the birth of their son rather than playing in a professional football game. Fans

across the country indicated their support for his decision by sending Williams money to help pay the fine. He donated it all to charity.¹³

Many men are tired of being in control, of not expressing their emotions freely, and of feeling they must constantly strive for achievement. They have discovered that the strong, unemotional, in-control image supported by previous generations is not realistic for men of today. They are learning to define the kind of life they want to lead rather than being restricted to traditional gender-role stereotypes.

Several individuals and groups have helped shape the men's movement. Robert Bly's book *Iron John* examined truths about masculinity that go beyond the stereotypes of our popular culture, and Warren Farrell's book *The Myth of Male Power* challenges the standard view of gender inequity. Family responsibility was a major theme of the Million Man March in Washington in 1995, and the revival-style meetings of the Promise Keepers encourage men to spend more time with their families. The National Center for Fathering promotes the value of greater balance between family involvement and work.¹⁴

As men re-examine their role in society, they are beginning to realize that the joys of parenting can be just as satisfying as the achievement of career goals. But such feelings are confusing for many men. Their wives often expect them to maintain their competitive nature at work while being attentive husbands and fathers at home. Men who were brought up in homes with single mothers or in homes where fathers were inaccessible because of the demands of their jobs have had few role models from which to learn the skills necessary to effectively balance career and family life. Is it any wonder many men feel frustrated as they strive to establish their role in society?

Total Person Insight

"We, as men, want to take back our full humanity. We no longer want to strain and compete to live up to an impossible oppressive masculine image — strong, silent, cool, handsome, unemotional, successful, master of women, leader of men, wealthy, brilliant, athletic, and heavy. We no longer want to feel the need to perform sexually, socially, or in any way to live up to an imposed male role, from a traditional American society or a counterculture."

BERKELEY MEN'S CENTER MANIFESTO

The men's movement is attempting to help men realize that their lives should be directed from within, not by external forces. In light of this evolution, men are beginning to speak up and demand the same rights the women's movement is seeking for women.

Thinking / Learning Starters

1. Do members of your immediate family hold traditional gender roles? If so, have any of these roles undergone changes during the past decade? In what way?
2. Before marriage, each partner should understand the other partner's expectations with regard to career, family responsibilities, and priorities. What are your expectations of your spouse (if you are married), or what do you imagine they would be (if you are not)?

PROBLEMS FACING WOMEN IN ORGANIZATIONS

When women pursue nontraditional jobs or are selected for management-level positions, they usually face two challenges: the wage gap and the glass ceiling. At the same time, many employers are gearing up for the predicted rise in the number of women available for work at the turn of the century by offering working women and mothers alternatives that allow them to reach their full potential. Although these alternatives offer tremendous opportunities, they also require tough choices.

The Wage Gap

The gap between women's and men's earnings has been shrinking in recent years, but wage inequality continues. The Bureau of Labor Statistics reports that women earn about 75 cents for every dollar men earn. This figure is somewhat misleading because the Bureau does not compare similar jobs held by men and women; it lumps together all jobs that women hold and all jobs that men hold. When surveys focus on specific fields such as engineering, banking, or accounting, women earn 85 to 95 percent of what men in similar

jobs get.¹⁵ Wage inequality is most apparent when you compare the earnings of men and women managers. For every dollar male managers earn, women earn about 60 cents.¹⁶

Many organizations are taking steps to deal with the problem of wage inequality. Some have adopted a comparable-worth policy, which requires that women and men be paid equally not only for the same jobs but also for jobs that require the same level of skill, effort, and responsibility, and the same working conditions. Employers who are searching for workers with specific skills have found that other characteristics such as gender or race no longer matter as much as they once did.¹⁷ Employers who fail to adjust unequal pay scales can be sued under the Equal Pay Act of 1963.

The Glass Ceiling

There is a condition in the workplace that gives women a view of top management jobs but blocks their ascent. It is often referred to as the **glass ceiling**. The Glass Ceiling Commission, created by the U.S. Labor Department, has documented widespread limits on career advancement for women. Its research shows that about 95 percent of senior-level managers in the largest American companies are males.¹⁸ Although we are seeing some positive change, especially among the middle-management ranks, women are still being held back by some widely held misconceptions. Top male executives say the major barrier for women is a lack of significant general management and line experience and less time in the “pipeline.” Women in senior management positions say the *real* problems are (1) stereotyping and preconceptions of women held by men and (2) exclusion of women from informal networks of communication.¹⁹

Many companies are helping women break through the glass ceiling. Officials at Deloitte & Touche LLP, a large Wilton, Connecticut, accounting firm, were disappointed that too few women advanced to the level of partner and many talented women were leaving the company. Officials had mistakenly assumed that women were leaving only to start families. To help women move up in the company, they launched the “Advancement of Women” initiative. All of the organization’s 4,700 managers and partners were sent to a two-day workshop where they could explore work-related gender differences. The company also set up a mentoring program, made sure women received career-advancing experience, and developed more family-friendly policies. The result after three years was a 30 percent increase in women partners and reduced turnover among women.²⁰ Allstate Insurance, J. C. Penney Company, and Dow Chemical Company are some other companies that have taken specific steps to make sure women move to the top.

Some employers mistakenly believe that women will not relocate or stick around long enough to be groomed for top-level positions. They argue that

Total Person Insight

“Ambitious women still face formidable resistance in many industries that have traditionally not welcomed them at any level. But they are chipping away at the so-called glass ceiling—the invisible barrier to female advancement to senior levels—in businesses where not so long ago there were no women at all.”

ANN FISHER

Contributing Editor, *Fortune*

most women will get married and move as their husbands' job assignments dictate or will leave to devote themselves full-time to raising their families. These assumptions are incorrect! Studies indicate that a majority of women who quit working for large companies moved on to other companies that were more female friendly.

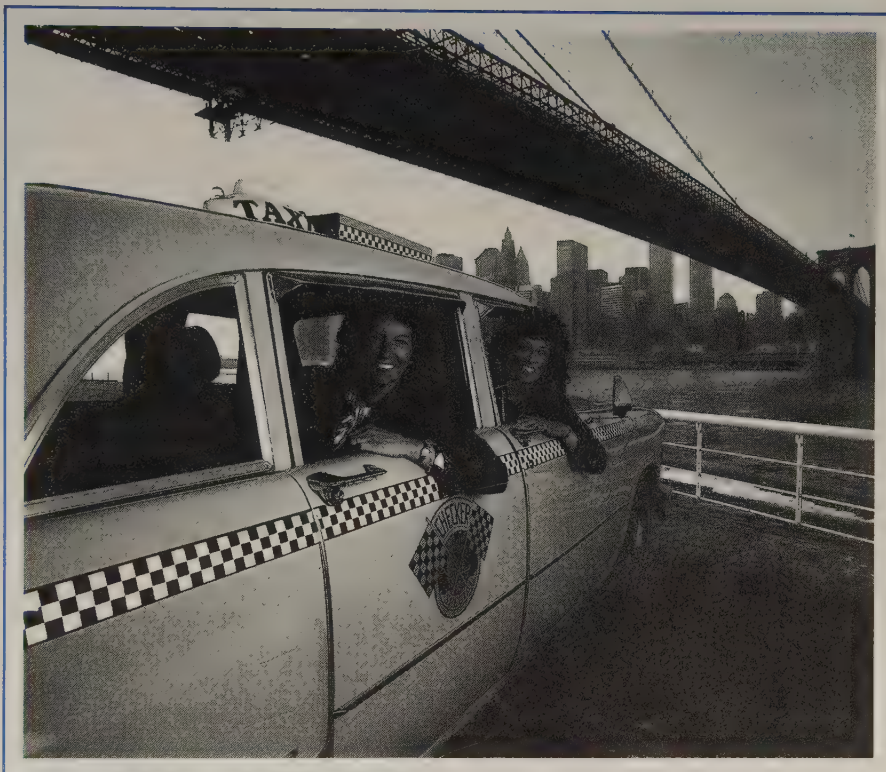
Women who find their advancement to the top blocked, or get tired of inflexible work schedules, often start their own business. Women today own one-third of all businesses and are starting businesses at twice the rate of men. We are seeing women start companies in industries such as manufacturing and construction, areas that were virtually closed to them in the past.²¹

Balancing Career and Family Choices

Women today know that they will probably be working for pay for part or all of their adult lives. This expectation is quite a departure from previous generations, when women were expected to maintain only the responsibilities of wife and mother. The challenge of performing multiple roles, however, can be stressful and tiring. A majority of the women in two-income families not only earn half of their family's income but also do most of their family's household chores. Lily Tomlin once said, “If I'd known what it was like to have it all, I would have settled for a lot less.”²² Many women in America no doubt share this thought.

When women began entering the work force in large numbers, they often did it on men's terms. Employers did not make an effort to meet the needs of women who wanted to balance career and family responsibilities. Although the demographics of work have changed dramatically over the past thirty years, some observers say the workplace has not changed very much. Elizabeth Perle

Linda Baran and Diana Lanza, New York-area senior account executives at UNUM, a large insurance company, share the same job. Each works three days a week, with one overlapping day for coordination. This arrangement allows both women to balance the demands of their work and family lives.
(Len Rubenstein)



McKenna, in her book *When Work Doesn't Work Anymore*, says work often remains a place built for men who have full-time wives at home to take care of the rest of life.²³ When women mold themselves to fit the existing workplace and accept its values, they often pay a high price. In a world that requires long hours and “face time” to achieve recognition and advancement, women often find themselves neglecting the personal and family lives they hold so dear.²⁴ McKenna says that although earning money gives women economic power, more freedom, and an independent identity, these rewards may require some major sacrifices.

As we look for ways to help women balance career and family, we should not overlook the rewards that are experienced by women who work. Some studies have found that women who held both work and family roles reported better physical and mental health than was reported by women who stayed at home.²⁵ Joan Peters, in her book *When Mothers Work*, says work makes an important contribution to a woman's self-esteem and intellectual satisfaction.²⁶

The “Mommy Track” Many women are delaying marriage or foregoing it altogether to pursue a meaningful and exciting career track. Similarly, many women marry but delay having children until they establish themselves in their field. Then, when they are ready to have children, many women choose the “mommy track,” as opposed to a strict career track. The mommy track might temporarily slow a woman’s career advancement, because some employers resist promoting these women until after their return to work. But it allows mothers to remain at home for a short time after the birth of their children and then return to their jobs. Recent studies indicate that the vast majority of women return to their jobs within six months after giving birth.²⁷

The Family and Medical Leave Act of 1993 requires organizations with fifty or more employees to allow up to twelve weeks per year for health emergencies or the arrival of a child, including an employee’s adopted or foster child. Employees forfeit their salaries while on leave, but they retain their benefits and the right to return to the same or a comparable job within the firm.²⁸ This security helps relieve the pressure many women feel when they take time off to start a family.

PROBLEMS FACING MEN IN ORGANIZATIONS

Many men are beginning to realize that they have been as rigidly stereotyped in their role as women have been in theirs. Men encounter resistance from their family, coworkers, and friends when they attempt to break out of their stereotypes. The changes a man makes to alter traditional masculine role characteristics can be threatening to others and can cause severe problems in his relationships. Yet it is common knowledge to individuals and organizations that the stress men are under today to conform to the expectations of society often leads to heart disease and other health problems. Many wonder if upholding the male image is worth the price.

Men Working with Women

Not long ago many men felt they had the corporate terrain all to themselves. Some felt discomfort, even resentment, when women became more visible and were promoted to management positions in corporations. But now, male attitudes toward female ambitions in the work world are greatly changing. One reason for this change is that men now in their 30s had a large number of female classmates in professional schools. These men learned during their training not only that they would be competing with such women but also that

women are as smart and as ambitious as they are. Also, men who would like to see options available for their daughters are particularly helpful to women in business. An increasing number of men seem to be secure in their talents and abilities and welcome the opportunity to work beside equally self-assured women.

An example of lingering “male” attitudes toward women reaching the top can be as simple as semantics. A male CEO was sincerely proud to welcome a new member, who happened to be a woman, to the board of directors of his company. He started his introduction of her to his colleagues with “We will all have to clean up our jokes” and ended with “As you can all see from her appearance, she will add a lot to the looks of this board!” A subsequent training session taught this man that although it is correct to acknowledge the competence and past achievements that contributed to her promotion, it is not appropriate to discuss her physical appearance.

Men are learning that women can be excellent coworkers, team members, and leaders. Women are very comfortable with consensus building, an approach that can enhance teamwork. As leaders, women are more likely to use a collaborative, interactive management style and avoid the ineffective “command-and-control” style. Men admire women’s abilities to be more perceptive and caring in business relationships.²⁹

Balancing Career and Family Choices

Men, like women, now have more choices regarding marriage and family life. Men can choose to stay single to be free to relocate when their company asks them to. A man with traditional values may consciously decide to marry a woman who wants to be a nurturing mother and homemaker. By accepting full financial responsibility for his family, that man has made choices that will direct his lifestyle. Another man may choose to marry a woman with strong career goals. When a husband and a wife both pursue careers, responsibilities may have to be negotiated.

A growing number of men are learning to adjust to a marriage in which the wife brings home the family’s biggest paycheck. Statistics compiled by the Department of Labor indicate that about 30 percent of the working wives make more than their husbands. Some men have difficulty coping with their wives’ success.³⁰

The “Daddy Track” Many men, like many women, are choosing to place their relationship with their children on a par with, or even above, their career goals. They may join the “daddy track” and delay their career advancement while they spend time with their children. Magazine editor Robert Barker made this choice when he decided to cut his workweek and paycheck

by two-fifths to share with his working wife child-care responsibilities for their infant daughter. After one year, the announcement of his wife's second pregnancy, and reorganization at work, Barker returned to his job full-time only to find his career goals and mind-set altered permanently. When offered a promotion, he turned it down, knowing he wanted to be able to spend time with his family.³¹

The Family and Medical Leave Act offers fathers paternity leave, just as it offers leave to mothers, but very few eligible men take advantage of this benefit. Many men still feel that taking parental leave will unofficially penalize them. They feel they may be passed over for promotions or for special assignments because of their family commitments. Men who do decide to take parental leave usually value the experience highly, says Deborah Lee, author of *Having It All, Having Enough*.³²

Many men who have made conscious decisions to choose nontraditional lifestyles or careers emphasize the importance of not "going it alone." Men's support groups around the country have helped men examine traditional male roles, recognize and express their feelings, and support those who are making changes in their lives. Conferences for men, and books such as Sam Keen's *Fire in the Belly*, have helped men understand the available options and the extent to which women's struggle for equality is their fight as well. When women and men share equal status within the organization and the family, both are relieved of carrying the burden all by themselves.

Thinking / Learning Starters

1. Think of three men whom you know and admire. What roles do they play in their families? Have you observed any changes in these roles in recent years? Explain.
2. Men have traditionally expected to accept full financial responsibility for the family. How do you feel about this expectation in regard to your own future? Explain your options.

CHALLENGES AND OPPORTUNITIES FOR WORKING MEN AND WOMEN

As men and women struggle with their career and family choices, organizations are gearing up to meet the needs of their employees in the twenty-first

century. They are recognizing the demands placed on working parents and are attempting to address the problems associated with quality child care. At the same time, they realize they must provide flexible work schedules that adjust to the changing roles of men and women.

The Challenge of Child Care

At the present time more than 50 percent of women with children under 6 years old are participating in the labor force. By the year 2001 about 70 percent of all families will be headed by single parents or dual-earner parents. The need for affordable, quality child care has never been greater.³³

Mothers and fathers alike face forced overtime and unpredictable hours as their employers attempt to cut costs while improving service to customers. At the same time, many day-care providers shut their doors at 6 P.M. and on weekends. Workers who cannot balance the demands of work with available child care are often disciplined or fired. A mother of three was fired after she failed to report to a night-shift assignment with Federal Express when her child-care arrangements fell through. A single father and mechanic for a Minneapolis circuit-board maker was fired because he could not find child care for his shift.³⁴

What is the best way to deal with this problem? Some companies provide on-site day-care centers and find this fringe benefit a strong factor in retaining valuable employees who are also parents. Some companies that cannot afford this option offer centralized information and referral services to off-site child-care centers. Some organizations offer "vouchers" to help subsidize the parents' costs; others deduct child-care costs from their employees' pretax earnings, similar to tax-deferred retirement withholding plans.

Keep in mind, however, the resentment that builds among the nearly two-thirds of the U.S. work force who see employees with children receiving special treatment.³⁵ These other workers are often expected to work overtime, the night shift, or weekends while their coworkers who are parents arrive late or leave early to manage child-care demands. During the workday, these workers frequently must absorb extra work to cover for parents called away for child-related emergencies. A secretary in Chicago states, "If you don't have kids, it's assumed you don't have a life outside the office."³⁶

Some employers are beginning to get the message. Quaker Oats Company offers a benefits plan that gives child-free employees an annual credit of \$300 because they generate lower medical insurance costs for the employer. They can use the credit to purchase extra vacation days, life insurance, or other benefits. Spiegel Inc. offers flexible hours to everyone. Corning Incorporated is training its managers to avoid dumping extra work on workers without children. A Corning work/life consultant states, "That has helped to reduce jealousy between employees."³⁷

Flexible Work Schedule Opportunities

To recruit and retain the top talent in the labor market, many organizations offer a variety of flexible work schedules. Demand for greater flexibility has increased in recent years, and some predict that more than 80 percent of large companies will offer some form of flexible work schedules by the year 2000.³⁸

Flextime Flextime typically includes a core time when all employees work, often 10 A.M. to 3 P.M. Employees can choose their own schedule during the flexible time, which may mean arriving at 7 A.M. or leaving at 7 P.M.

Compressed Workweek Typically, a **compressed workweek** consists of four ten-hour days—for example, Tuesday through Friday, or Thursday through Sunday. Employees may be given the opportunity to adjust their work schedules to fit their lifestyle. One of the newest compressed workweek schedules, often called the 9/80, is growing in popularity. Employees work one extra hour each day for nine days, a total of eighty hours, and receive a three-day weekend every other week.³⁹

Job Sharing With **job sharing**, two employees share the responsibilities of one job. For example, one employee might work the mornings and the other work the afternoons. At Schreiber Foods, Inc., in Green Bay, Wisconsin, job sharing has worked so well that the company has produced a video outlining the options. The firm encourages all of its 2,600 employees to work out the details with a coworker.⁴⁰

Telecommuting The availability of powerful home-office computer and communication technologies, large-scale use of temporary workers due to massive downsizing, and the demands of workers who want to blend work and family have fueled a major increase in **telecommuting**—employees working at home at a personal computer linked to their employer's computer. In the year 2000, the number of telecommuters is expected to reach 15 million, up from 2.4 million in 1990.⁴¹ When done correctly, telecommuting can increase employee productivity 15 to 20 percent and increase employee retention and morale.⁴²

Phased Retirement Older workers may choose **phased retirement** to reduce the number of hours they work over a period of time prior to their retirement. This option gives workers an opportunity to adjust more easily into a new phase of their lives, and companies benefit when older workers train those who will replace them.

HOW TO COPE WITH GENDER-BIASED BEHAVIOR

Traditional attitudes, beliefs, and practices are not changed easily. If you are a man or woman breaking into a nontraditional role, you will encounter resistance. In addition, you may be confused about how to act or may be overly sensitive about the way others treat you. As a result, if you are choosing a new role for yourself, you will need to learn new skills to control your own behavior as well as to confront some of the very real obstacles you will encounter.

Eliminate Sexual Harassment

One of the most sensitive problems between men and women in organizations is **sexual harassment**, or unwelcome verbal or physical behavior that affects a person's job performance or work environment. Most people believe sexual harassment is a problem for women only, but each year a large number of sexual harassment cases are filed by men. Research indicates that 90 percent of Fortune 500 companies have dealt with sexual harassment complaints from their workers. It is estimated that the problem costs the average large corporation \$6.7 million a year in increased absenteeism, staff turnover, low morale, and low productivity.⁴³

Under the law, sexual harassment may take one of two forms. The first is **quid pro quo** (something for something), which occurs when a person in a powerful position threatens the job security or a potential promotion of a worker who refuses to submit to sexual advances. These kinds of threats are absolutely prohibited, and employers are liable for damages under the Fair Employment Practices section of the Civil Rights Act. These behaviors can take the form of comments of a personal or sexual nature, unwanted touching and feeling, or demands for sexual favors.

The second form of sexual harassment involves the existence of a **hostile work environment**. Supreme Court decisions have held that sexual harassment exists if a "reasonable person" believes that the behavior is sufficiently severe or pervasive to create an abusive working environment, even if the victim does not get fired or held back from a promotion. A hostile work environment exists when supervisors or coworkers use sexual innuendo, tell sexually oriented jokes, display sexually explicit photos in the work area, discuss sexual exploits, and so on. Unlike quid pro quo harassment, hostile work environment claims tend to fall in a gray area: What is offensive to one person may not be offensive to another. The bottom line is that most kinds of sexually explicit language, conduct, and behavior are inappropriate in the workplace, regardless of whether such conduct constitutes sexual harassment within the legal meaning of the term.

Some experts believe that sexual harassment may be more a power issue than a gender issue. Gender bias is based on the attitude that one gender is

superior to the other. Neil E. Schermitzler, human resources director of the central region of Wang Laboratories Inc., comments, "I sometimes think we haven't touched the real issue. . . . [Sexual harassment] is an issue of power and exclusion."⁴⁴ It often results when a worker's livelihood and professional survival depend on the goodwill of a superior. The worker is made to feel vulnerable.

Women breaking into fields dominated by men are a common target of sexual harassment. Some of the most serious sexual harassment charges have been filed by women employed in the military, the brokerage industry, skilled trades, and manufacturing. Historically, these employment areas have employed mostly men.

Ever since Professor Anita Hill accused Supreme Court nominee Judge Clarence Thomas of lewd and overbearing conduct toward her, the country has been trying to determine the difference between innocent comments and sexual harassment. The key word is *unwelcome*. Victims of sexual harassment need to tell the harasser, in no uncertain terms, that his or her behavior is inappropriate. Meanwhile, victims should record the occurrence in a journal that includes the date and details of the incident. They should also talk with coworkers, who can provide emotional support and help verify instances of harassment. Chances are, if one person is being harassed, others are as well. If the harasser continues the behavior, the victim should go to a higher authority, such as the harasser's supervisor or the organization's human resources division. Under the law, companies are legally liable if they do not immediately investigate the situation and take action to eliminate the offensive behaviors. These actions can include reprimand, suspension, or dismissal of the harasser. If you are being harassed, put the company on notice that *it* has a problem. Then document everything: whom you talked with, when, what actions that person took, what he or she said, what you said in response, and what was agreed on. If you decide to file charges, you will have to substantiate your complaint. Before you file charges, however, be sure you have used all the remedies available to you through your employer. Such policies are established to allow employees to discuss their questions and resolve their concerns internally rather than through litigation. If you do not "go through the channels" set up by your employer, your case probably will be dismissed from court. For example, six former employees, all women, filed sexual harassment charges, seeking \$60 million in damages from TGI Friday's Inc. and two of its managers. Friday's has a toll-free, twenty-four-hour hot line available for all employees to call and register any complaint about anything. The plaintiffs never used that number; they never complained. The case was dismissed.⁴⁵

To prevent sexual harassment, every company should have a written policy saying that such behavior will not be tolerated under any circumstances. The policy should describe in clear, nonlegalistic terms what harassment is, and the company should explain how to file a complaint. Procedures for speedy, fair, and confidential investigations should be established. Offenders should be

swiftly disciplined.⁴⁶ When legal action is taken by an employee and fines are issued, sexual harassment can be expensive, and the economic impact can be dramatic.

Item: Mitsubishi Motors Manufacturing of America was the target of the largest sexual harassment suit in EEOC history. In addition to paying millions of dollars in legal and consulting fees, the company agreed to make substantial cash payments to plaintiffs. The company was accused of condoning sexual harassment at its plant in Normal, Illinois.⁴⁷

Item: Wal-Mart Stores Inc. was ordered to pay \$50 million in punitive damages to a former employee after a jury found she and other women endured abusive remarks from male coworkers and supervisors. The award was later reduced to \$5 million by the judge.⁴⁸

Although the courtroom doors are open for individuals to protect themselves from unwanted behavior, pressing a sexual harassment charge is a lengthy, expensive, and psychologically draining experience. After Clarence Thomas's Supreme Court confirmation hearings, the entire nation became aware that resolving sexual harassment cases often comes down to one person's word against the other's.

Is there any recourse for being wrongfully accused of sexual harassment in the workplace? Two men filed charges against Polaroid Corporation, claiming they were wrongly accused. Similar charges were brought against the New York newspaper *Newsday*. The plaintiffs lost after Polaroid spent \$100,000 and *Newsday* spent \$200,000 in legal fees.⁴⁹ Most organizations are being extremely cautious and thorough in their investigations of all sexual harassment claims to avoid these time-consuming and expensive charges.

Learn to Understand and Respect Gender Differences

As mentioned in Chapter 2, gender bias often acts as a filter that interferes with effective communication between men and women. In recent years, popular books such as *You Just Don't Understand: Women and Men in Conversation* by Deborah Tannen and *Men Are from Mars, Women Are from Venus* by John Gray have heightened awareness of the differences between women's and men's communication styles. These differences, according to Tannen, are due to linguistic style. **Linguistic style** refers to a person's speaking pattern and includes such characteristics as directness or indirectness, pacing and pausing, word choice, and the use of such elements as jokes, figures of speech, stories, questions, and apologies. Linguistic style is a series of culturally learned signals that we use to communicate what we mean.⁵⁰ Communication experts and psychologists have made the following generalizations concerning gender-specific communication patterns:

- Women tend to use questions in a variety of ways—to seek information, to express an opinion, or to state an objection. Men tend to use questions only to request information, and they often miss opinions and objections when stated as questions.
- Men tend to speak in a steady flow, free of pauses, interrupting each other to take turns. Women tend to speak with frequent pauses, which are used for turn-taking.
- Male-style humor tends to focus on banter, the exchange of witty, often teasing remarks. A woman's style is often based on anecdotes in which the speaker is more likely to mock herself than she is to make fun of another person.
- Women are likely to downplay their certainty; men are likely to minimize their doubts.⁵¹

Does linguistic style really make a difference? Let's assume that two employees, Mary and John, are being considered for promotion to a management position. The person who must make the decision wants someone who displays a high degree of self-confidence. If John is regularly displaying the "male" communication patterns described above, he may be viewed as the more confident candidate. But if the person making the promotion decision is searching for someone who is sensitive, an attentive listener, and a consensus builder, Mary may win the promotion. We know that people in positions of power tend to reward linguistic styles similar to their own.⁵²

Jayne Tear, a consultant who specializes in gender dynamics in organizations, says workplace tension based on gender differences need not be a major problem. Such tension can be avoided by teaching employees the linguistic styles that are most often used by each sex and encouraging the interchangeable use of these styles depending on the situation.⁵³

Once you understand the concept that men and women communicate in different ways, you can begin to flex your style. Refer to Table 16.1 for



TABLE 16.1

**Workplace Tips for
Avoiding Gender-
Specific Language
Barriers**

Men can . . .

- think about women as business beings rather than sexual beings.
- recognize that, within their gender group, women are as unique as men.
- communicate with women based on their individuality, rather than on the characteristics of a stereotyped group.
- use general humor, not sexual humor.
- remember that even when intentions are good, the impact of your communication may be bad.
- follow this rule: When in doubt, do not make the statement or act out the thought.

Women can . . .

- stay calm when expressing feelings if they don't want to be branded as overemotional.
- express feelings verbally rather than nonverbally. Men are not always good at reading behavior.
- avoid male bashing.
- use general humor, not self-effacing humor.
- say what needs to be said concisely, without excessive apologies or disclaimers.
- recognize that a man may not understand the impact of his sexually related comment. If you are offended, say something at the time.

Source: Anita Bruzzese, "Working Toward a Truce in the Battle of the Sexes," *Gannett News Service*, August 9, 1994, p. B1.

more specific suggestions on how to communicate better with the opposite gender.

It's true: Men and women are different, but they have so much to learn from each other. Harvard psychologist Carol Gilligan offers a musical metaphor: "One can think of the oboe and the clarinet as different, yet when they play together, there is a sound that's not either one of them, but it doesn't dissolve the identity of either instrument."⁵⁴

Learn New Organization Etiquette

As women enter into upper levels of management and men begin to work in support positions, the ways in which men and women deal with each other

Total Person Insight

“The only realistic resolution to the enduring male-female communication problem will be adaptation, and ongoing adjustments, to the opposite sex. Proving who’s right and who’s wrong, or even waiting patiently for the other gender to ‘get it’ and change, are not likely solutions. If men and women are going to be more effective in understanding each other, influencing each other and working together, then each sex needs to become more skilled in changing its natural communication pattern and adapting to the other gender.”

JUDITH TINGLEY

Author, *Genderflex: Men and Women Speaking Each Other’s Language at Work*

change subtly. Does this change require new rules of etiquette? In some cases, yes. The following guidelines may help you understand how to act in these new situations:

1. When a woman visits a man’s office, he should rise from his desk to greet her. When a man enters a woman’s office, she should rise from her desk.
2. Whoever has a free hand (could be a small woman) should help anyone carrying too heavy a load (could be a large man).
3. Women resent being “go-fers.” A man in charge of a meeting should not expect a woman to take notes, answer the phone, or type material. A woman should not leap to serve coffee when it is time for a break. Men and women should rotate such clerical duties as taking the minutes of a meeting.
4. Whoever arrives first at a door should open it, and whoever stands in the front row in the elevator should get off first.
5. Whoever extends an invitation to lunch or dinner should in most cases pay the tab.
6. Training materials, memos, and so on should be written in gender-free language. Clerical and secretarial personnel should not be referred to only as “she” or “her” and management personnel only as “he” or “him.”

The new etiquette provides a means to overcome old stereotypes and traditional ways of setting men and women apart solely on the basis of gender. It is likely that both men and women will feel somewhat awkward at first relating to each other as equal colleagues. By practicing these points of etiquette and adopting a positive, helpful attitude toward each other, men and women can

help ease the transition from traditional to nontraditional roles. Women and men both will be winners.

Summary

Gender bias is discrimination based on widely held beliefs about the abilities, characteristics, and behavior of men and women. The traditional roles assigned to both genders limit their opportunities to choose careers and lifestyles best suited to their abilities and true interests.

Many men and women are breaking out of these traditional roles. Over the past few decades, women have entered the job world in increasing numbers and in professions previously considered all-male. As a result, men and women have a wider range of choices regarding marriage and children than ever before. Organizations are beginning to offer their employees options such as job sharing, flextime, and home-based work so that they can better handle the demands of work and family.

Women are still subject to a wage gap, earning less than the wages men receive for similar work, but the gap is narrowing. Moreover, the Department of Labor has confirmed that the glass ceiling does exist and is holding women back from achieving high-level positions in organizations.

Men are also choosing new roles for themselves. They are working to dispel the myth that men must always be in control, emotionally unexpressive, logical, and achievement oriented. They realize that the rigid male role has had adverse effects on men's health and on their relationships with women and other men. Men are learning to make conscious choices about marriage, children, and career emphasis that better fit their values systems. Men are choosing more personally rewarding careers that allow time for family responsibilities, even if they must sacrifice some material gain to do so.

Sexual harassment may be a problem for some men as well as women. It may take one of two forms: *quid pro quo*, the threat of job security or promotion in exchange for sexual favors, or sexually explicit language, photos, or innuendo that creates a hostile work environment. Most organizations have developed guidelines to help employees avoid harassment or fight it when it occurs.

Methods of coping with gender-biased behavior include learning how to effectively communicate with the opposite gender and observing the new rules of etiquette in the workplace.

Career Corner

Q. I am a middle-aged man working in an organization that used to be dominated by men. Now almost half of my colleagues are women, most of whom I respect a great deal. But I have heard horror stories about sexual harassment charges, and I am scared to death that I will say or do something wrong around my female colleagues. Help!

A. You are not alone in your fears about potential sexual harassment charges. There are, however, a few rules that might be helpful for both men and women.

1. Use the “same-gender” standard: If you are not sure whether a comment is appropriate, determine whether you would make the comment if your colleague was of your gender.
2. Try the “candid-camera” test: Would you be embarrassed if someone videotaped your behavior or comment? If your answer is yes, don’t do it or say it!
3. Compliment on merit, not appearance: Be sure to praise a person’s job skills, not what the individual is wearing or how he or she looks. This puts the person’s status as a coworker above that of gender or appearance.

Key Terms

gender bias (sexism)
 glass ceiling
 flextime
 compressed workweek
 job sharing
 telecommuting

phased retirement
 sexual harassment
 quid pro quo
 hostile work environment
 linguistic style

Review Questions

1. List some of the qualities men and women traditionally have been encouraged to develop.
2. List some of the characteristics of traditional roles that men and women are changing as a result of the men’s and women’s movements.
3. Describe the flexible work schedules that many organizations now offer.
4. What are some of the nontraditional choices regarding marriage and children open to men and women today?
5. What are some of the problems women still face as a result of discrimination in organizations?
6. Describe some of the difficulties men encounter when they attempt to make changes in their traditional role.
7. Explain the benefits and drawbacks to careers that follow the “mommy track” or “daddy track.”
8. Explain the two illegal forms of sexual discrimination in the workplace, and give an example of each.
9. What steps can individuals take to eliminate sexual harassment? What do organizations need to do to help reduce sexual harassment litigation?

10. List some reasons why men and women tend to have problems communicating. What adjustments can be made to remove these barriers to effective human relations?

Application Exercises

1. The following situations represent either quid pro quo or hostile environment forms of sexual harassment in the workplace. Identify the form represented by each situation, and explain your reasoning. Describe the actions you might take if you were the potential victim in each incident.
 - a. Julie thinks David is very handsome. She often stares at him when she thinks he is not looking. David is aware of Julie's staring and is very uncomfortable but is too shy and embarrassed to say anything to her.
 - b. While sitting at her desk, Karen receives the following electronic message from her boss on her computer screen: "Can we discuss your possible promotion over dinner this evening?"
 - c. At a convention reception, one of Joan's most important clients invites her out for cocktails and dinner. She politely declines. He announces loudly, "She won't go out to dinner with me, and I'm her best customer!" Under his breath he says, "Honey, if you want my business, you'd better cooperate." Joan's boss insists she go to dinner with the client.
2. On a sheet of paper, list and explain the various choices you would make when attempting to balance your career and family responsibilities. For example, will marriage be a part of your future? Will you have children? When? How will you provide care for these children while you and your spouse are at work? Would you prefer home-based work? Which flextime options would you consider valuable? Do you want to work for someone else or own your own business?
3. Over a period of one week analyze your verbal and nonverbal communications with people who are of the opposite gender. Try to determine if any linguistic style differences are apparent during conversations. If you discover style differences, try to determine if they serve as a barrier to effective communication.

Internet Exercise



Discrimination on the basis of gender is still a common problem for persons who are seeking initial employment or for individuals who want to advance on the job. Persons with disabilities also face discrimination. Barriers that limit opportunities in the work force are often artificial and invisible. The Glass Ceiling Commission has created a Web site that features information concerning these forms of discrimination. The Equal Employment Opportunity Commission (EEOC) also offers information

related to employment discrimination. Visit these and other appropriate Web sites to find out what is being done to help employers and employees deal with this problem. Pay special attention to the resources (such as books, articles, and training programs) described. Prepare a list of the resources you would recommend to business owners and managers.

Case 16.1

Mitsubishi's Cement Ceiling

Twenty-nine female employees at Mitsubishi Motor Manufacturing of America in Normal, Illinois, charged they were victims of blatant sexual harassment by their fellow workers. Their complaints included the following: Women had to agree to have sex to obtain jobs. Drawings of genitals, breasts, and various sexual acts were placed on car fenders during production, labeled with women workers' names, then sent through the assembly line for all to see. Pictures of sex parties were passed around in the workplace. The women received little support from United Auto Workers union leaders, who often catered to their white male majority constituency. Their attitude was evident during tailgate parties outside the union hall that occasionally featured a performing stripper. Their response to sexual harassment complaints: "Hey, McDonald's is always hiring." Three years after the charges were filed, twenty-seven of the twenty-nine women settled out of court for an estimated \$9.5 million.

Mitsubishi hired former secretary of labor Lynn Martin to review its workplace policies and procedures. She criticized the company's labor-relations systems and made thirty-four recommendations. In an attempt to comply, the company sent all factory workers through an eight-hour course in sexual harassment awareness, created a unit to investigate harassment claims, and hired several female and minority executives. But Mitsubishi's problems persisted. In 1997 the EEOC filed a class-action suit for 330 women, and the result was a \$34 million settlement.

Few employees, men or women, ever leave Mitsubishi, because their average pay of \$19 an hour exceeds the pay offered by most other employers in the Normal, Illinois, area. But women complain bitterly that they are regularly subjected to ridicule, often in sexually explicit terms, from their managers; those who object are often excluded from overtime opportunities or are moved to undesirable work schedules.

In the 1980s, many foreign companies whose management personnel, like Mitsubishi's, were not familiar with the American culture searched for isolated, homogeneous communities for their U.S. manufacturing locations. During the past few years, however, such companies are being forced to examine their

treatment of their increasingly diverse work force, which includes women, minorities, and men sensitive to behaviors that belittle others.

Questions

1. What would you do if you were a sexually harassed Mitsubishi employee? What would you do if you observed sexual harassment but were not actually the victim?
2. Assume you have been hired to study the sexual harassment problems at the Mitsubishi plant and recommend changes. What changes do you feel are needed to stop sexual harassment?
3. In light of current news stories about Mitsubishi and other organizations accused of having hostile work environments, what do you think the future holds for organizations that refuse to comply with the sexual harassment laws?

Case 16.2

Is This Progress?

Women police officers are poised to move from being token representatives to a significant presence in the nation's police cars. In Los Angeles, for example, the city council passed a resolution requiring its police department to boost the number of women in its ranks from 14 percent to 44 percent. But the council's bold move was not cheered by some male police officers who still believe that "women have no place in a patrol car and are stealing men's jobs."

Following the success of women in the military service in the Gulf War, armed service officials were told that they must let women fly aircraft into combat. Some observers predict, however, that women who break into all-male squadrons will face verbal and nonverbal abuse from their male coworkers. The Navy's Tailhook investigation revealed that women pilots were forced to experience a degrading "initiation" process.

Dee Dee Myers, the first woman to be a presidential press secretary, was constantly said to be "out of the loop, excluded from the white male tribal circle." Her office was smaller and her rank and pay were lower than those of her male predecessors.

Although women are experiencing some success as they attempt to break through the glass ceiling, some men still stand in the way of their progress. But there is hope: Some big companies, motivated by a desire to diversify upper management, are putting out the word that only women need apply for some of their top jobs. George Schmutz, president of Corporate Directions, a career counseling and search firm, said several companies have told him, "We

will interview men, but we are only going to hire women.” This may be great news for women, but companies that place gender limits on their executive recruiting expose themselves to attacks from qualified men, who may not be given a chance to compete for the top jobs.

Questions

1. How do you feel about women entering traditionally male jobs?
2. How do you feel about the men who object to women entering these jobs?
3. Do men have the right to object to “women only” executive job openings? How do you think a court would decide this issue? Explain your reasoning.

Appendix

HUMAN RELATIONS ABILITIES ASSESSMENT FORM

The purpose of this instrument is to help you assess those attitudes and skills that contribute to effective human relations. An honest response to each item will help you determine your areas of strength and those areas that need improvement. Completion of this self-assessment form will provide you with information needed to develop a plan for improved human relations.

Directions: Circle the number from 1 to 5 that best represents your response to each statement. Review the following information before you complete the form: (1) Strongly disagree (*never do this*); (2) Disagree (*rarely do this*); (3) Moderately agree (*sometimes do this*); (4) Agree (*frequently do this*); (5) Strongly agree (*almost always do this*).

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am an effective communicator who sends clear, concise verbal messages. | 1 | 2 | 3 | 4 | 5 |
| 2. When people talk, I listen attentively and frequently use active listening skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I am conscious of how I express nonverbal messages (facial expression, tone of voice, body language, etc.) when communicating with others. | 1 | 2 | 3 | 4 | 5 |
| 4. When forming attitudes about important matters I maintain an open mind, listen to the views of others, but think for myself. | 1 | 2 | 3 | 4 | 5 |
| 5. I make every effort to maintain a positive mental attitude toward other people and the events in my life. | 1 | 2 | 3 | 4 | 5 |
| 6. I seek feedback and clarification on the influence of my attitudes and behaviors on others. | 1 | 2 | 3 | 4 | 5 |
| 7. I am willing to change my attitudes and behaviors in response to constructive feedback from others. | 1 | 2 | 3 | 4 | 5 |
| 8. I constantly monitor my self-talk in order to maintain high self-esteem. | 1 | 2 | 3 | 4 | 5 |
| 9. I tend to be future oriented and not overly concerned with past mistakes or failures. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 10. I have developed and maintained high expectations for myself. | 1 | 2 | 3 | 4 | 5 |
| 11. I accept myself as a changing, growing person capable of improvement. | 1 | 2 | 3 | 4 | 5 |
| 12. My goals are clearly defined, attainable, and supported by positive self-talk. | 1 | 2 | 3 | 4 | 5 |
| 13. I accept the fact that each communication style has its unique strong points and that there is no "best" communication style. | 1 | 2 | 3 | 4 | 5 |
| 14. I make a deliberate attempt to change or alter my communication style (style flexing) in order to meet the needs of other persons. | 1 | 2 | 3 | 4 | 5 |
| 15. I have identified my internal motivations and continue to seek opportunities to fulfill these motivations. | 1 | 2 | 3 | 4 | 5 |
| 16. I base my personal and professional decisions on clearly defined personal values. | 1 | 2 | 3 | 4 | 5 |
| 17. I accept the fact that others' values may differ from mine, and I respect their right to maintain a value system different from my own. | 1 | 2 | 3 | 4 | 5 |
| 18. I have a clear sense of what is right and wrong, and my character reflects the fundamental strengths of honesty, fairness, service, humility, and modesty. | 1 | 2 | 3 | 4 | 5 |
| 19. I maintain my integrity by practicing what I believe in and keeping my commitments. | 1 | 2 | 3 | 4 | 5 |
| 20. I am able to share information about myself in appropriate ways, avoiding the extremes of complete concealment and complete openness. | 1 | 2 | 3 | 4 | 5 |
| 21. I engage in appropriate self-disclosure in order to achieve improved communication and increased self-awareness and to build stronger relationships. | 1 | 2 | 3 | 4 | 5 |
| 22. I am able to solve problems and make decisions in a logical manner without allowing my emotions to interfere. | 1 | 2 | 3 | 4 | 5 |
| 23. My relationships with people at home, school, and work do not suffer because of my expressions of anger or impatience. | 1 | 2 | 3 | 4 | 5 |
| 24. I have developed effective ways to cope with my own anger and the anger of others. | 1 | 2 | 3 | 4 | 5 |

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|--|---|---|---|---|---|
| 25. I am familiar with and can apply several strategies for achieving emotional control. | 1 | 2 | 3 | 4 | 5 |
| 26. I make every effort to recognize the accomplishments of others and celebrate my own successes. | 1 | 2 | 3 | 4 | 5 |
| 27. I understand and can apply several forms of positive reinforcement. | 1 | 2 | 3 | 4 | 5 |
| 28. I project to others an image that matches my talents and aspirations. | 1 | 2 | 3 | 4 | 5 |
| 29. The factors that form my image (career apparel, manners, facial expression, etc.) are appropriate and do not detract from the image I project to others. | 1 | 2 | 3 | 4 | 5 |
| 30. In the role of team member, I listen carefully to the views of others and speak frankly about the issues that are uppermost in my mind. | 1 | 2 | 3 | 4 | 5 |
| 31. I make every effort to screen out negative thoughts and accentuate positive thinking. | 1 | 2 | 3 | 4 | 5 |
| 32. As a team member, I help create an atmosphere of mutual trust and respect. | 1 | 2 | 3 | 4 | 5 |
| 33. When people disagree with me, I listen closely to what they have to say and do not try to respond immediately. | 1 | 2 | 3 | 4 | 5 |
| 34. I do not hang on to grudges or resentments because these behaviors limit my personal growth and my effectiveness in the area of human relations. | 1 | 2 | 3 | 4 | 5 |
| 35. When I experience conflict with others, I strive to be cooperative yet assertive. | 1 | 2 | 3 | 4 | 5 |
| 36. In my attempts to resolve conflict I strive for a solution that all parties can accept. | 1 | 2 | 3 | 4 | 5 |
| 37. I have developed good habits of diet, sleep, and exercise in order to cope more effectively with the negative stressors in my life. | 1 | 2 | 3 | 4 | 5 |
| 38. I accept change as an ongoing process in my life and realize the need to establish new goals. | 1 | 2 | 3 | 4 | 5 |
| 39. I manage stress and tension so I am not overwhelmed by the negative stressors in my life. | 1 | 2 | 3 | 4 | 5 |
| 40. I refuse to perpetuate negative stereotypes and accept each person as a unique individual worthy of my respect. | 1 | 2 | 3 | 4 | 5 |

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|--|---|---|---|---|---|
| 41. I make every effort to identify my own prejudiced attitudes and avoid stereotypical attitudes toward people of color, older people, persons with disabilities, and others who are different from me. | 1 | 2 | 3 | 4 | 5 |
| 42. I work hard to combat prejudice because it has a negative impact on my self-esteem and the self-esteem of the victim. | 1 | 2 | 3 | 4 | 5 |
| 43. I stay connected with family and friends and network with professional and business associates. | 1 | 2 | 3 | 4 | 5 |
| 44. I try to maintain balance in my life by avoiding addiction to work and by engaging in leisure-time activities. | 1 | 2 | 3 | 4 | 5 |
| 45. I envision my existence in a larger context and view healthy spirituality as a positive, enlightening force in my life. | 1 | 2 | 3 | 4 | 5 |
| 46. I avoid rigid individualism (self-centered behavior) by investing time and energy in helping others. | 1 | 2 | 3 | 4 | 5 |
| 47. I seek advice and counsel from friends, coworkers, and professionals in order to cope with life's problems. | 1 | 2 | 3 | 4 | 5 |
| 48. I constantly strive to improve my knowledge, skills, and sense of purpose in my life's work. | 1 | 2 | 3 | 4 | 5 |
| 49. I have established well-thought-out, realistic goals for my life, and these goals are tied to my values. | 1 | 2 | 3 | 4 | 5 |
| 50. I take responsibility for my actions and do not rely on others to plan my future. | 1 | 2 | 3 | 4 | 5 |

THE NWNL WORKPLACE STRESS TEST

The issue of increased stress, especially in the workplace, is a growing concern today. The following material is part of a package prepared by Northwestern National Life Insurance Company. It is intended for both employees and employers to assess the levels of stress in their work environment. Read the sample letter to employees and complete the questionnaire that follows, keeping in mind a current or previous work environment.

Sample letter to employees

Date _____

Dear Employee:

Stress has become a serious problem in the workplace. Four in 10 American workers say they feel their job is very or extremely stressful, according to a study by Northwestern National Life. Employees who feel their job is highly stressful are twice as likely to burn out on the job.

Job stress can cause employee turnover, absenteeism and health problems, as well as lower productivity and job satisfaction. We at _____ are concerned about the effect of job stress on our work force. We would like to find out how serious stress is at our company and identify ways we can reduce job stress and burnout.

To help us evaluate job stress levels, we would like you to fill out the enclosed questionnaire by _____. It will take 10 minutes or less to complete.

Return it to _____ in the attached envelope. Confidentiality is guaranteed. Do not sign your name to the questionnaire.

Thank you for your cooperation. We value your opinion and will share the results of this survey with you.

Sincerely,

CEO or Human Resources Manager

The NWNL Workplace Stress Test

Instructions

Thinking about your work site, how strongly do you agree or disagree with the following statements? For each statement, fill in the circle with a pencil under the response that best describes your work site.

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION A					
1. Management is supportive of employee's efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Management encourages work and personal support groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Management and employees talk openly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Employees receive training when assigned new tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Employees are recognized and rewarded for their contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Work rules are published and are the same for everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Employees have current and understandable job descriptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Management appreciates humor in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Employees and management are trained in how to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Employees are free to talk with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION B					
11. Workloads vary greatly for individuals or between individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Employees have work spaces that are not crowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Employees have access to technology they need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Few opportunities for advancement are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Employees are given little control in how they do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Employees generally are physically isolated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Mandatory overtime is frequently required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Employees have little or no privacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Performance of work units generally is below average.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Personal conflicts on the job are common.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Consequences of making a mistake on the job are severe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION C					
22. Employees expect the organization will be sold or relocated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. There has been a major reorganization in the past 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION D					
24. Meal breaks are unpredictable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Medical and mental health benefits are provided by the employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Employees are given information regularly on how to cope with stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Sickness and vacation benefits are below that of similar organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Employee benefits were significantly cut in the past 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. An employee assistance program (EAP) is offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Pay is below the going rate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Employees can work flexible hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Employees have a place and time to relax during the workday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Employer has a formal employee communications program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION E					
34. Child-care programs or referral services are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Referral programs or day care for elderly relatives are offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Special privileges are granted fairly based on an employee's level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. New machines or ways of working were introduced in the past year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Employer offers exercise or other stress-reduction programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Response				
	Disagree Strongly	Disagree Somewhat	Neutral or Don't Know	Agree Somewhat	Agree Strongly
SECTION F					
37. Work is primarily sedentary or physically exhausting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Most work is machine-paced or fast-paced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Staffing or expense budgets are inadequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Noise or vibration is high, or temperatures are extreme or fluctuating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Employees deal with a lot of red tape to get things done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Downsizing or layoffs have occurred in the past 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Employees can put up personal items in their work area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Employees must react quickly and accurately to rapidly changing conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check that you have filled in one response for each statement. Thank you for completing the questionnaire.

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For a copy of the stress test and scoring information please contact NWNL at (612) 342-7137.

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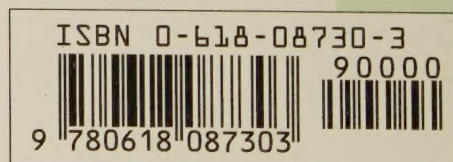
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